



Policy Statement

We provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

-) We have regard for the Special Educational Needs and Disability Code of Practice (2014).
-) We have in place a clear approach for identifying, responding to, and meeting children's SEN.
-) We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
-) We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
-) We regularly monitor and review our policy, practice and provision and, if necessary make adjustments.

Procedures

-) We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is: **Rebecca Clayton-Rowley**
-) The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
-) We ensure that the provision for children with SEN is the responsibility of all members of the setting.
-) We ensure that our inclusive admissions practice ensures equality of access and opportunity.
-) We provide a broad, balanced and differentiated curriculum for all children.
-) We apply SEN support to ensure early identification of children with SEN.
-) We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
-) We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes.
-) We where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
-) We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
-) We liaise and work with other external agencies to help improve outcomes for children with SEN.
-) We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
-) We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
-) We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and

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making provision for children with SEN. We provide in-service training for parents, practitioners and volunteers.

-) We raise awareness of our special education provision via our website and or promotional materials.
-) We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
-) We provide a complaint procedure.
-) We monitor and review our policy annually.

Further Guidance

-) Early Years Foundation Stage Statutory Framework (DfE 2017)
-) Working Together to Safeguard Children (DfE 2015)
-) Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)
-) Guide to the Equality Act and Good Practice (Pre-school Learning Alliance 2015)
-) SEND Code of Practice for the Early Years (Pre-school Learning Alliance 2014)

This policy was adopted by: Kate Sillett

Date: 3rd February 2021

Date to be reviewed: 3rd February 2022

Signed on behalf of the Provider: *K. Sillett*

Name of Signatory: Kate Sillett

Role of Signatory: Director

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