Special Educational Needs and Disability Policy

Aims

My setting provides high quality, broad-ranging and balanced play and learning opportunities to all children through the Early Years Foundation Stage Framework. I believe that each child is unique and should be equally valued, and that all children should be fully included in all aspects of my setting, and should be encouraged to follow their own interests. As outlined in this policy, I ensure that the disability duties of the Equality Act 2010 are implemented in my setting in relation to the children and the adults. I actively promote equal opportunities and strive to eliminate prejudice. I implement the Special Educational Needs and Disability Code of Practice 2015, as outlined in this policy. I work in close partnership with parents and carers to ensure their children are safe, happy and making progress.

I will signpost parents and carers, who would like information on the 'local offer' to children with special educational needs and disability, to Bristol City Council’s Local Offer website.
https://www.bristol.gov.uk/web/bristol-local-offer

Special Educational Needs Coordinator (SENCO)

If I needed advice around inclusion or had a concern about a child's development, I would contact Bristol City Council's Early Years Inclusion Officer (Rachael Clelland rachel.clelland@bristol.gov.uk) who is the SENCO for Bristol Childminding Network. The SENCO can help me to consider appropriate next steps and provide some ideas for initial strategies to use. The SENCO may signpost to other services such as a Speech and Language Therapy.

The SENCO may refer to a Specialist Children’s Centre Inclusion Practitioner (SCCP) if needed; this would be following discussion and with the agreement of the parent.

A SCCP’s responsibilities are:

- To support me to identify disabled children / children with special educational needs and to include them in all opportunities for learning within my setting
- To support me to ensure that appropriate Bristol SEND Support Plans and Individual Education Plans are in place, monitored and reviewed and provide advice to ensure that all opportunities are adjusted to meet children's individual needs and interests
- To support me to maintain children’s records and ensure effective communication between agencies.
- To initiate action with other agencies as appropriate in respect of the special educational needs of any child in the setting.

Settling arrangements

Include information around your general settling arrangements here .......

Disabled children/children with special educational needs will not be discriminated against. Children's individual needs and interests will be discussed with their parents / carers and I will adapt to meet those needs. I will be flexible in planning the day during the settling in period so children can get to know me/us at their own pace.

Support available to disabled children / children with SEN / facilities to increase access

Provision for disabled children/children with SEN is a matter for everyone in my setting, and all adults are aware of the individual needs and interests of children. I seek to offer the appropriate level of support for individual children, including accessing additional funding to support children through Bristol City Council’s Early Years Special Educational Needs Panel where necessary.

Training

My setting has a commitment to training in all areas of practice and in particular I attend training relevant to inclusion and to meeting the needs of disabled children/children with special educational needs. Here you could mention relevant training completed or areas of expertise: examples: I am
able to use Makaton signs; I have attended a session on visual aids in the environment etc...

I will seek advice and information in relation to the needs of individual children attending my setting.

Facilities

Here provide information about accessibility of the premises i.e. how children and adults enter the building. Your setting may be on one level, have ramp access, and have wide doors. Mention carpeted areas, accessible toilets, changing facilities, quiet room(s), acoustics and lighting: i.e. blinds to prevent glare, colour contrast, outdoor play facilities and how accessible they are.

Resources and the Learning Environment.

Learning Opportunities

All disabled children/children with special educational needs have access to the Early Years Foundation Stage, which is ‘differentiated’ to meet their needs. This is done by the way opportunities are presented and explained to children, by the amount of support given to children, by what I expect of the children, always building on success, extending children’s own interests. Children’s Support Plans and Individual Education Plans are used to support access to learning opportunities where appropriate.

Resources

I adapt my resources to suit the needs of children.

You could state that you visit a resource centre which has inclusive resources on loan, and that you will seek to access special seating if needed by a child, that you have story books and resources that portray positive images of disabled children and adults, that you will seek specialist advice if necessary regarding resources needed by individual children.

Learning environment

I arrange the furniture, lay out the equipment and use the space in my setting so all children have maximum independence, are comfortable and feel respected.

Identification, assessment and provision for children with SEN

All the children are observed in their play and interactions. Their learning journals reflect their development and their interests. I differentiate opportunities so that children with a range of abilities can access them.

Links with other agencies and settings

In liaison with a SENCO or a Specialist Children’s Centre Inclusion Practitioner, I work with other agencies and professionals when appropriate and for the benefit of the child. I have links with………………………………. e.g. health visitors, speech therapists, specialist teachers etc.

I liaise with the local nurseries/schools/Children’s Centres to plan a smooth transition for children in partnership with their parents/carers. I will transfer information on the child’s progress with parents/carers permission. When additional support funding is or will be required for a child’s needs to be met in reception year, a Bristol SEND Support Plan review will be carried out with the receiving setting and all professionals involved with the child in partnership with parents/carers.

Partnership with parents/carers

I am committed to working in equal partnership with all parents/carers. Parents are given access to this policy. I am always available to answer parent’s questions. I have regular informal contacts with parents.

Parents are involved in all the steps of planning and reviewing their child’s development; parents are involved with developing Support Plans, and Individual Education Plans, and any differentiation for their child,
so that there is continuity both at my setting and at home.

**Listening to children’s views**

I have different ways of enabling young children to make choices and to express their feelings in my setting. I use language at their level of understanding, signing, significant objects, photographs, line drawings, puppets. I involve children’s interests and views when developing Support Plans and Individual Education Plans, having observed them carefully and listened to their parents. I find ways of giving children feedback on how they are doing and I build on success.

**Review and monitoring of the policy**

This policy will be reviewed yearly or when necessary, in relation to any changes in the law and guidance. As a reflective practitioner I evaluate the effectiveness of this policy by……

*Evaluating the effectiveness of the policy may include:*

- Observation(s) of how activities are differentiated
- Reviewing how disabled children/children with special educational needs have been supported and the effectiveness of their Individual Educational Plans (IEPs)
- Logging training relating to inclusion, disability, equality and to supporting children with special educational needs
- Auditing the language and the images within the setting to make sure they reflect positively on all children and adults, and in particular all disabled children and adults
- Monitoring adults’ increased confidence in including disabled children/children with special educational needs
- Monitoring the satisfaction of parents/carers of disabled children/children with SEN.

This policy was last reviewed................ (date)

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