SEND POLICY

(Special Educational Needs and Disability) / SENCO – Chloe Bruton-Tranter and Caitlin Devereux.

Policy statement
We provide an environment in which all children, including those with special educational needs and disabilities, are supported to reach their full potential.

Policy aims
In partnership with parents, we aim to provide every pupil with an appropriate education, one that fits their individual needs, promotes high standards and the fulfilment of potential. This should enable them to:

- Achieve their best
- Become confident individuals living fulfilled lives
- Make a successful transition to the next stage of their education

▪ We have regard for the DfES Special Educational Needs Code of Practice (2014).
▪ We ensure our provision is inclusive to all children with SEND.
▪ We support parents and children with SEND. We identify the specific needs of children with needs and disabilities and meet those needs through a range of SEN strategies.
▪ We work in partnership with parents and other agencies in meeting individual children's requirements.
▪ We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures
▪ We designate a member of staff to be the SEND Co-ordinator (SENDCO) and give his/her name to parents.
▪ We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
▪ We ensure that our inclusive admissions practice ensures equality of access and opportunity.
▪ Berkhampstead Day Nursery uses the graduated pathway approach to the identification and support of children with SEND. At each step of this approach, the support takes the form of a four-part cycle of Assess - Plan – Do – Review. The cycle involves increasingly

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focused support, frequent reviews and the introduction of more specialist expertise in successive cycles.

▪ We work closely with parents of children with SEND to create and maintain a positive partnership.

▪ Parents are informed at all stages of the assessment, planning, provision and review of their children's education.

▪ The Day Nursery will provide parents with information on sources of independent advice and support.

▪ We liaise with other professionals involved with children with SEND and their families, including when making transfer arrangements to other settings and schools.

▪ We provide a broad, balanced and differentiated curriculum for all children with special educational needs and disabilities.

▪ The Day Nursery will obtain a one-page profile giving information on the child's family, their likes and dislikes and achievements, including a 'what helps me', and 'what does not help me' section.

▪ We use a system of planning, implementing, monitoring, evaluating and reviewing starting with a "My Plan" (Pre-Individual Education Plan). This will lead to a "My Plan Plus" (previously known as Early Actions Plus, CAF). Outside agencies and family will be consulted from the start and be able to have an input into the "My Plan Plus". Once in place, this will be reviewed regularly.

▪ We ensure that children with special educational needs are appropriately involved at all stages of the graduated pathway, taking into account their levels of ability.

▪ The Education Health and Care Plan is a statutory plan to meet significant educational needs.

▪ We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs. These records are kept in individual files for each child.

▪ We provide resources to implement our SEND Policy.

▪ We would raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.

▪ We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources, e.g. "My Plan Plus" reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated and evaluated regularly.

▪ We provide a complaints procedure.

▪ We monitor and review our policy annually.