**Special Educational Needs & Inclusion Policy**

Statement of intent

We provide an environment in which all children are supported to reach their full potential.

Aims

\* We have regard for the DfES Special Educational Needs code of practice

\* We include all children in our provision

\* We provide practitioners to help support parents and children with special educational needs (SEN)/disabilities.

\* We identify the specific needs of children with SEN/Disabilities and meet those needs through a range of strategies.

\* We work in partnership with parents and other agencies in meeting individual children's needs.

\* We monitor and review our practice and provision and , if necessary, make adjustments.

Methods

\* W designate a member of staff to be Special Educational Needs Co-Ordinator (SENCO) and give his/her name to parents. Our SENCO is Kim Snelgrove.

\* We provide a statement showing how we provide for children with SEN/disabilities.

\* We ensure that provision for children with SED/Disabilities is the responsibility of all members of the setting.

\* We ensure that our inclusive admissions practice ensures equality of access and opportunity.

\* We ensure that our physical environment is as possible suitable for children with disabilities.

\* We work closely with parents of children with SEN/Disabilities to create and maintain a positive partnership.

\* We ensure that parents are informed at all stages of the assessment, planning, provision and review their children's education.

\* We provide parents with information on sources of independent advice and support.

\* We liaise with other professionals involved with children with SEN/Disabilities and their families, including transfer arrangements to other settings and schools.

\* We use a graduated response system for identifying, assessing and responding to children's special educational needs.

\* We provide a broad and balanced curriculum for all children with SEN/Disabilities.

\* We provide a differentiated curriculum to meet the individual need and abilities.

\* We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN/Disabilities.

\* We ensure that children with SEN/Disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

\* We use a system for keeping records of assessment, planning, provision and review for the children with SEN/Disabilities.

\* We provide resources (human and financial) to implement our SEN/Disabilities policy.

\* We ensure the privacy of children with SEN/Disabilities when intimate care is being provided.

\* We provide in-service training for practitioners and volunteers.

\* We raise awareness of any relevant skills the setting has to offer, e.g Makaton trained staff.

\* We ensure the effectiveness of our SEN/Disability provision by collecting information from a range of sources eg IEP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.

\* We provide a complaints procedure.

\* We monitor and review our policy annually

Reviewed