



Supporting children with special educational needs

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 regard for the making reasonable adjustments under the Equality Act 2010
- We have in place a clear approach for identifying, responding to, and meeting children's SEN¹.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns and supporting them to express themselves in a variety of ways prior to and during their time at The Woodshed.

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 provide parents with information on local sources of support and advice e.g. Local offer, information Advice, Support Service

We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments. We undertake (annual) review on the effectiveness of our information gathering.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his name to parents. Our SENCO is: Jack Scrivens. The named deputy is Christopher Boyles
 - The SENCO works closely with our director and other colleagues 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 continually assess children against the E.Y.F.S to provide targeted support. Children are assessed to be either emerging, expected or exceeding any given learning outcome. We will undertake approximately 1- 3 observations each day. We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
 - We assess children so that we can identify multiple intelligences and schemas. Following this assessment we will create a bespoke learning plan that identifies their best fit for developing learning. This learning profile is used to support the provision and the home environment by targeting learning. This process is undertaken every 6 months to ensure that it is current.
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- 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 are aware of the inclusion fund, disability access and other resources made available by external agencies that can provide further support for the child in accessing our provision. These funds and additional support or advice may be available for those who have been identified with a level of SEND
- 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 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 complaints procedure.
- We monitor and review our policy annually.

Where we identify that a child has developmental needs we will speak with the parents/carers and agree a plan of how to support the child and request consent for sharing this information with the LA contact. Children and families may or may not require additional support depending on level of need and current support already in place. The SENCO and staff team will consider if the child may have special educational needs or a disability which may require specialist support. A referral will be made to Croydon's SEND department for further advice and guidance. All staff will listen when parents express concerns about development. Concerns will be gathered together with all other relevant information (the voice of the child, observations, EYFS outcomes, 2yr progress check or other progress reports and health and development review) and considered with parents/carers and other professionals. Discussions with parents/carers also provides insight into a child's feelings or interests outside the setting. There may be many factors affecting the child such as a new baby, parent separation, bereavement etc that will often have a knock on affect on the child's behaviour, progress or development and will need to be taken into account when planning support.

When making a referral to Croydon SEND its important to gain the consent from the parent unless there is a good reason not to (i.e. child protection issue, public protection matter etc) . Initially we will refer to the early help and staged model of intervention descriptors at: <https://www.croydon.gov.uk/healthsocial/families/help>. Step two will involve gaining more information or advice from www.practitionerspacecroydon.co.uk or email childreferrals@croydon.gov.uk. Non urgent referrals are made by emailing childreferrals@croydon.gov.uk.

When a child is aged between two and three we undertake a two year check. If there are significant concerns (or identified SEN or disability) then we will develop a targeted plan to support the child involving other professionals (if appropriate) and the parents/carers. The two year check is also provided to support the health and development review that is undertaken by the health visitor ensuring integrated working.

Our aim at The Woodshed is to provide inclusion for all. We have regard for all relevant regulations including making reasonable adjustments under the Equality Act 2010. The needs of each child is assessed on a case by case basis as there is no 'one size fits all' provision. There are additional factors at play in the forest that do pose certain challenges which may or may not preclude a child from attending the provision e.g. there are many trip hazards, holes, low lying branches etc in the forest that cannot be removed, holes filled etc. These hazards may pose difficulties in placing children e.g. wheelchair bound children or those partially sighted. The needs and support will therefore be judged individually as the child may be able to attend with additional staff support that is allocated to them. This additional support may be provided through the inclusion fund or any other resources made available by other external agencies relevant to the child's SEND or disability i.e spina bifida and hydrocephalus association, R.S.B.C ect

- 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)
- The Equality Act 2010

Setting	<hr/> The Woodshed <hr/>
Date of Policy	<hr/> September 2018 <hr/>
Date to be reviewed	<hr/> September 2019 (date) <hr/>
Signed on behalf of the provider	<hr/> J Scrivens <hr/>
Name of signatory	<hr/> Jack Scrivens <hr/>
Role of signatory (e.g. director or owner)	<hr/> Owner <hr/>