

# Supporting Children with Special Educational Needs Policy



Shining Stars Nursery Policy

VERSION CONTROL SHEET

**POLICY NAME: Supporting Children with Special Educational Needs Policy**

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## Introduction

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

- We have regard for the DfES Special Educational Needs Code of Practice (2001).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We 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 his/her name to parents. Our SENCO is:  
  
Laura Chivers; the Deputy role is held by Joanne Hamlyn.
- 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.
- We aim to identify any additional needs as soon as we are possibly able to; assessing and responding to children's special educational needs.

- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of 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 special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of their learning, taking into account their levels of ability.
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Statementing process.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We 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. Individual Education 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.

### **Common Assessment Framework (CAF).**

If we identify that a child is in need, we will consider whether we have the resources and skills to most effectively meet the needs of that child and their family within the setting. If we determine that the child and their family would benefit from more specialised services beyond our capabilities, we will consider undertaking a CAF assessment. This would take place in full consultation and agreement with the parents, and where appropriate, the child. If we are able to ascertain whether a CAF is already in place, we will contact the Lead Professional involved in the case.

The CAF is a national, standardised assessment framework which enables practitioners from all agencies to work together to assess and meet the needs of children and their families where they require targeted, multi-agency support.

We will not process a CAF assessment without the consent of the parent / carers; however, if we consider that through refusing consent a child is put at risk of significant harm, we will make an immediate referral to Advice and Assessment.

We follow the procedures detailed in 'Plymouth Practitioners Guide to the Common Assessment Framework' when completing a CAF. If we need additional guidance, we will contact the CAF Co-ordinator on 01752 307510.