

## **The Early Years SEND Policy Suggestions**

### **Why do you need a SEND policy?**

- All providers must have and implement an effective policy about ensuring equality of opportunities and for supporting children with learning difficulties and disabilities - EYFS-Statutory Framework.
- All providers in receipt of Government Funding (FFE) must have regard to the 'SEND Code of Practice' July 2014.
- It is OFSTED requirement.
- For staff and parents information.
- To provide information about accessibility.
- To address inclusion issues.

### **How will you use it?**

- At induction, so all staff know the policy and procedure around supporting children with Special Educational Needs and disabilities.
- To review your SEND policy annually to remind and update all staff. Use a front sheet for everyone to sign to say they have read the policy.
- Refer to your policy when admitting new children - share with parents and demonstrate that it is your responsibility to inform parents of any difficulties. You could do this in your parent handbook as a child starts at your setting.

## **The SEND Policy MUST address a range of issues including**

### **Information about the setting's SEND provision**

- The name of the Special Educational Needs Co-ordinator.
- Arrangements for partnership working with parents/carers and for taking into account the child's views.
- Confidentiality.
- The arrangements for co-ordinating provision.
- Admission arrangements for children with SEND.
- Access to buildings for disabled people.
- Any staff members who have an SEND specialism and any special provision such as staff members who know Makaton or British Sign Language.
- Any building adaptations and special facilities.

## **The setting's policy for identification, assessment and provision for all children with SEND**

- Identification, assessment, monitoring and review procedures.
- The approaches used by the setting.
- Policy on access to the **full** curriculum.
- Information about how the individual needs of all children will be met.
- Information about how all children, including those who are disabled or have special educational needs, will be included, valued and supported, and how reasonable adjustments will be made for them.
- Regular times - at least yearly to monitor the success of the setting's SEND policy.
- Information about how inappropriate attitudes and practices will be challenged.
- Information about how the provision will encourage children to value and respect others.
- Procedures for resolving complaints about SEND provision.
- The setting's staffing policies and partnership with bodies beyond the setting.
- The setting's policy on in-service training for staff in relation to SEND.
- Arrangements for information sharing and partnership working with parents such as Target Setting meetings to plan and review targets and Team around the Family Meetings.
- A commitment to working with other agencies.
- Links with other services including the LEA, the Early Intervention Team, Health, Social Care and various voluntary organisations.
- Links with schools in the local area and information sharing on transfer arrangements.

### **What can you do now?**

- Refer to the 'Reflecting On Your Setting' document and use this as a guide when reviewing your policy
- Review the policy that you are currently using and adapt it in consultation with other staff members to describe your setting.
- The policy should be a practical working document that describes what you do in your setting.
- It should demonstrate how you value all children and work in partnership with parents.