

EXPLORERS POLICY AND PROCEDURES

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Special Educational Needs (SEN)

Legal Framework

Special Educational Needs Code of Practice DfEE 581/2001 DfES Publications, PO Box 5050, Sherwood Park, Annesley, Nottinghamshire, NG15 0DJ. Tel: 0845 60 222 60.

Special Educational Needs and Disability Act 2001

Equality Act 2010

The Special Educational Needs Co-ordinator (SENCO) for Explorers is Anna Swinburn.

Our local offer for SEND provision is posted on our website and a hard copy is available on the notice board.

Explorers aim to comply with the DFES Code of Practice in identification and assessment of a child's SEN and to provide welcome and appropriate learning opportunities for every child.

Children with Special Educational Needs (SEN) have the same admission procedure as all children hoping to attend Explorers i.e. after consultation with the parent/carer/guardian of the child and the Explorers supervisor and/or Explorers Committee.

Explorers believe that all children are very special in their own way and therefore all children have 'special needs' and are fully aware of the danger in categorising and isolating children with the label of 'SEN'.

Children have a learning difficulty if any of the following apply:

- They have a significantly greater difficulty in learning than the majority of their peers.
- They have a disability which prevents or hinders them from making use of educational facilities generally available to their peers.

Children must not be regarded as having a learning difficulty solely because their language or form of language in their home environment is different from the language used at Explorers.

Special Education Provision for children attending Explorers may be regarded as educational provision which is additional to, or otherwise different from, the provision made generally for their peers.

This SEN policy aims to set out how Explorers will endeavour to ensure that the necessary provision is made for any child attending Explorers, who has special educational needs.

It also endeavours to ensure that staff are trained to identify the need for special education and to provide the necessary support to allow the child to be fully included in the setting.

Explorers will follow the Special Educational Needs Code of Practice.

Explorers will work in partnership with parents/carers/guardians to ensure that all children with SEN achieve their potential.

Explorers will liaise with external agencies e.g. Early Years SENCO, therapists, health visitors, psychologists, social workers, paediatricians, portage workers etc., in order to meet the needs of the child.

The Government's Early Learning Goals set out what most children will have achieved by the time they reach school age. All children progress at different rates and some children will need differentiated learning opportunities to help them progress and regular monitoring of this progress.

The key test for action is evidence that the child's current rate of progress is inadequate.

We use a graduated approach system of **assess, plan, do, review** in regards to children's SEN support plans. We provide a broad and balanced curriculum for all children including children with SEN/disabilities and provide a differentiated curriculum to meet individual needs and abilities.

SENCO

The SENCO at Explorers will have responsibility for the following:

- To ensure there is liaison with parents/carers/guardians and external professionals, regarding the child with SEN.
- To advise and support other staff/volunteers/practitioners in the setting.
- To ensure that appropriate Support Plans are in place.
- To ensure that all relevant background information regarding each child with SEN is collated, recorded and updated.

The SENCO will take the lead in further assessment of the child's particular strengths and weaknesses when planning future supported individualised programmes for the child. Any actions will be monitored and reviewed on a regular basis.

The SENCO will be responsible for ensuring accurate records are kept.

If external professionals have not already been working with the child, the SENCO will seek permission from the child's parents/carers/guardians before contacting them.

Nature of Intervention

The SENCO at Explorers, in consultation with parents/carers/guardians of the child, will decide on any appropriate need to help the child progress in light of their earlier assessment. This will comprise of individualised arrangements for learning and teaching.

These arrangements may include:

- Extra adult time in devising the nature of the planned intervention and monitoring results.

- Provision of more appropriate learning materials or special equipment.
- Staff training/development to provide more effective strategies and intervention.
- Advice and support from LEA support services.

SEN Support Plans

Strategies employed to enable the child to progress will be recorded within a Support Plan.

This should include the following information:

- Short term targets for the child.
- Teaching strategies.
- Provision to be put in place.
- Plan review dates.
- Outcome of the action taken.

The support plan will only contain records which are additional to, or different from, the curriculum in place as part of normal provision. The support plan will focus on three or four key targets and will be continually kept 'under review' but will be formally reviewed termly in consultation with the parent/carer/guardian of the child. If the child is making good progress and has reached their targets set out in the support plan before the scheduled review, then the plan will be amended as required.

This policy was adopted at an Explorers committee meeting held on

Date.....

Signed on behalf of Explorers Committee

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Role of signatory (Chair etc.)

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