

Bambino Ltd

Special Educational Needs and Disability

Version	Date	Author	Comments
1.0	07/2008	Bambino Ltd	Initial release and adoption of policy
1.1	28/09/2011	Scott Roberts	Introduction of version control
1.2	21/11/2012	Heather Clarke	Annual Review: Statement regarding SENCO visits removed as this is no longer provided.
1.3	03/12/13	Sharon Peach	Annual review. Updated to include name of new SENCO.
1.4	05/02/15	Jo Stainsby	Implemented changes from the new SEND Code of Practice (2014)
1.5	23/01/2017	Heather Clark	CAF now removed and replaced with Early Help Assessment (EHA)

Special Educational Needs and Disability Policy

Statement of intent

Our policy states how we care for children with special needs and/ or a disability and what process we use when we have concerns about a child.

This policy is linked with our equality and diversity policy and also our health and safety policy.

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

At Bambino Ltd we are committed to showing equality and inclusion at all times. Every child has their individual needs met, to give them the potential to grow and develop.

Aims

- We have regard for the Disability Discrimination Act 1995 and DfES Special Educational Needs and Disability Code of Practice: 0-25 (2014) and implement where necessary.
- We follow all guidelines set out by Northamptonshire County Council's local offer
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs and disability (SEND). Parents are informed and kept up to date with all processes and information concerning their child, and we have regular meetings with parents to discuss progress reports. Parents are always welcome to talk to staff at any time with regard to their child.
- We identify the specific needs of children with SEND 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 liaise with outside agencies with regards to Special Educational needs and Disability. This includes Speech and Language therapists, Physiotherapists and hospital consultants.
- We monitor and review our practice and provision and, if necessary, make adjustments.

Methods

- We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. We ensure they have completed a Paediatric First Aid course and SENCO co-ordinator training. The role of the SENCO is to provide help and support to children, parents and staff.
- We provide a statement showing how we provide for children with SEND.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with parents of children with SEND 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 SEND and their families, including transfer arrangements to other settings and schools.
- We use the graduated response system for identifying, assessing and responding to children's SEND.
- We provide a broad and balanced curriculum for all children with SEND.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual action plans for children with SEND.
- We ensure that children with SEND are appropriately involved at all stages of the graduated response, taking into account their levels of ability. The graduated response consists of discussing concerns that have been raised with parents and staff and the setting is carrying out action plans and regular observations and reviewing the targets every 3 months. If no progress is made with the child then we would request involvement from the area SENCO or portage, who will come to the setting and observe the child and may set more targets. The parents are informed of all processes and are invited to join meetings with the staff, any professionals involved and Area SENCO. If appropriate, further procedures will be initiated, such as; an Early Help Assessment (EHA, formally CAF), an Educational and Health Care Plan (EHC), applying for high needs funding.

- We use a system for keeping records of the assessment, planning, provision and review for children with SEND.
- We provide resources (human and financial) to implement our SEND policy.
- We ensure the privacy of children with SEND when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. action plan 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. Complaints can be made at any time (see complaints policy).
- We monitor and review our policy annually.

