

Rainbow Early Years

Special educational needs and disabilities (SEND) policy

Statement of intent

At Rainbow Early Years (REY) we provide an environment in which all children are supported to reach their full potential.

Aims

- To include all children in our provision regardless of their needs or ability.
- To work in partnership with parents/carers and other agencies in meeting all individual children's needs.

Methods

General

- We have a designated member of staff as Special Educational Needs Co-ordinator (SENCO) Mrs Helen Gorton (Assistant Manager) and her name is given to all parents/carers through our 'Welcome pack' along with her picture displayed in our foyer.
- We ensure that the provision for children with Special Educational Needs and disabilities (SEND) is the responsibility of all members of REY.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity for all families.
- We ensure that our physical environment is as far as possible suitable for children with disabilities and will adapt it as appropriate.

- We work closely with parents/carers of children with SEND to create and maintain a positive partnership and ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's education.
- We provide parents with information on sources of independent advice and support.

Identification

- All children at REY are observed at play by their Keypersons or one to one support assistant and a Interactive Learning Diary (ILD) is maintained as evidence of each individuals learning. The key person has the overall responsibility for compiling the ILD.
- From these observations, if the Keyperson has noted that the child is consistently not reaching expected levels according to their chronological age, using the Early Years Foundation Stage (EYFS) then the Senco would be informed and will review all information obtained.
- The Senco will then arrange for additional observations to be conducted and will set up targeted support from their next steps on the Interactive Learning Diary (ILD), ensuring all targets are both achievable and shared with parents.
- The child will now be observed during their play using their targeted support by all staff members.
- If the next steps on the ILD are still not being reached, with permission of parents, the Senco will contact The Single Point of Contact (SPOC) helpline, to make a referral for that child.
- A SEND Lead worker may then make contact with our setting. They may come and observe as supporting evidence for outside agencies.
- Whilst this process is being completed both the key person and Senco will support and observe the child during their sessions, using the targets, GRIS.
- If referrals to Outside agencies such as speech therapy, a preschool communication tracker will be used and if necessary a referral to our local district specialist centre or Children's Centre, REY will assist them to get all the necessary information needed and carry out specific programmes with the child.

Additional info

- All Practitioners working with children in REY are given specific training in order to support all children who attend.

- As a group we have regard for the DfES Special Educational Needs Code of Practice (2014) and the Disability Discrimination Act 1995.
- When a child with identified SEND moves to another group we will liaise closely with them, sharing all necessary information, to ensure a smooth transition.
- REY ensures that there are adequate resources available in order that this SEND policy can be fully implemented.
- We believe in equal opportunities for all children and adults who attend REY and endeavor to meet all their needs, therefore this policy should be read alongside our Equal Opportunities policy.
- All children who attend REY will receive a broad and balanced curriculum that is tailored to their individual needs as required by the EYFS.

This individual policy forms part of a larger policy document and should be read alongside our other individual policies.

Date adopted for Rainbow Early Years: January 2010

Date of review: 8th August 2017 by the Manager.

Reviewed 14-8-18

Reviewed 30-8-19

Reviewed 4-8-20