



The Little Meadow Group

Supporting children with Special Education Needs

Issue 3

August 2018

This reviewed policy was adopted by the Little Meadow Group at the committee meeting held on .
The policy is to continue to be reviewed every 2 years.

Author	Sharon Phillip	March 2010	
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	Sharon Phillips	August 2015	
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	Sharon phillips	August 2018	GDPR
Rewritten			



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Supporting children with Special Education Needs

Policy Statement.

The Little Meadow group provides an environment in which all children, including those with special education needs, are supported to reach their full potential.

- We have regard for the DfES Special Education Needs and Disability: Code of Practice (2014).
- We ensure our provision is inclusive to all children.
- We support parents of all children.
- We identify the specific needs of children and meet those needs through a partnership with parents and range of 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.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning And Development
1.1 Child development. 1.2 Inclusive practice. 1.4 Health and well being.	2.1 respecting each other 2.2 Parents as partners. 2.3 Supporting learning. 2.4 Key person.	3.2 Supporting every child. 3.3 The learning environment. 3.4 The wider context	4.1 Play and exploration. 4.2 Active learning. 4.3 Creativity and critical thinking.



Procedures

- We designate a member of staff to be the Special Education Needs Co-ordinator (SENCo) and give their name to parents. However due to caseloads the Group Manager supports the SENCO and ensures individual children's needs are being met and considered when staff meetings take place along with requirements of any plans in place.

The current SENCO is Claire Weaving

- We ensure that the provision for children with special education needs 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 special education needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of their child's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special needs and their families including periods of transition.
- We use My Plan's as a method of planning, monitoring, evaluating and reviewing for children with special education needs in partnership with parents.
- We call/hold TAC and multi agency meetings when required.
- We will represent the voice of the child at meetings held by others.
- We engage the help of Health Visitors and Advisory Teacher Services when needed.
- We engage any professional services that we feel will benefit the child.
- We engage with any professionals that would be able to support our parents whilst they are working with a child with additional needs.
- We work with other settings where we have a shared SEND child and ensure the setting is represented at all meetings and contribute to plans and outcomes.
- We have systems in place for supporting children at My Plan and My Plan+. We also support the Education Care and Health Plan process.
- We provide or source resources needed to implement our special education needs policy.
- We continually access new information and update our knowledge through reading and attending courses to benefit all children in our care.
- We provide a complaints procedure.
- Whilst working with our Send children which we are aware requires a large volume of collaborative working, we remain mindful of our responsibilities under General Data Protection Regulations and ensure we are acting appropriately and with correct consents at all times/