

October 2021

Special Educational Needs Policy

We at Lower Covey Ltd are committed to excellent provision for children with learning difficulties, Special Educational Needs (SEN), enabling them to achieve the best possible education and become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

We will have regard to the SEN Code of Practice 0–25 years. We will ensure we have an up-to-date copy of the Code of Practice and we will make this document available to parents if required.

We have our own designated SEN Co-ordinator, Stef Barker, who is responsible for ensuring all practitioners in the provision understand their responsibilities to children with SEN and our approach to identifying and meeting their needs, advising and supporting colleagues, ensuring parents are closely involved throughout and that their insights inform action taken by us as well as liaising with professionals or agencies beyond our provision.

We will work closely with parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills and provide opportunities to develop in the seven areas of learning.

1. Communication and language.
2. Physical development.
3. Personal, social and emotional development.
4. Literacy.
5. Mathematics.
6. Understanding the world.
7. Expressive arts and design.

We will observe and monitor individual children's progress throughout the Early Years Foundation Stage. If it appears a child is not making progress either generally or in a specific aspect of learning, we will present the child with different opportunities or encourage alternative ways of learning.

All children within the setting are reviewed as to their level of progress, the first between ages two and three years and the other assessment at the end of the reception year, however all children's progress is regularly tracked throughout their time in our provision.

If we identify that a child has below expected levels of progress or SEN, then we will use the graduated approach as described in the Code of Practice. This is formed of four stages.

1. Assess.
2. Plan.

3. Review.

4. Do.

We will discuss our observations and any proposed plans with the parents in a way that encourages them to contribute their knowledge and understanding of their child. We will encourage parents to raise any concerns they may have about their child's needs and the provision that is being made for them. We will also listen and respond to any concerns that a child him- or herself may raise to us.

We will, with parents' permission, use target plans to help us focus the support needed for their child. These will record information about the outcomes sought for the child, the interventions and support we will put in place, the expected impact on progress, development and behaviour and when the plan will be reviewed. These plans will be developed to overcome barriers to learning and participation as well as being family centred, considering the individual family's needs. We will continually review the plan and seek the parents' views on the child's progress.

If a child with SEN is not making adequate progress under a target plan, we will work in partnership with parents, and the other agencies involved in supporting the child, to consider whether a multi-disciplinary assessment may be appropriate, an Education, Health and Care Plan. We will support applications to the local authority for assessment of the child and follow the procedures laid out in the Code of Practice. We will support parents through this process.

We will also support families with children with SEN to manage the transition to another provision or school when appropriate. With parental permission we will work with the new provision to discuss the child's individual learning needs and the interventions we have used and their impact.

We will work with local partners who can provide specialist services for children and families with SEN and make use of the Local Offer to ascertain what services are available and how to access them. We will seek parental permission to work with partner agencies and these may include speech and language therapists, portage workers, educational psychologists, or specialist teachers.

We will seek support from the area SEN Co-ordinator. We will continue to develop knowledge of SEN by attending training where possible and by reading literature provided to us by the co-ordinators.