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**BRAMBLES CHILDCARE CIO**

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| **POLICY TITLE:** | **SPECIAL EDUCATIONAL NEEDS/ DISABILITY** |

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| **POLICY REFERENCE:** | **BRAM27** |
| **Issue Number:** | **03** |

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| **2020-2021** | **NAME** | **TITLE** |
| **Brambles Manager** |  |  |
| **Committee Member** |  |  |

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| **2021-2022** | **NAME** | **TITLE** |
| **Brambles Manager** |  |  |
| **Committee Member** |  |  |

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| **2022-2023** | **NAME** | **TITLE** |
| **Brambles Manager** |  |  |
| **Committee Member** |  |  |

Policy to be reviewed and signed annually (see above). Policy to be re-issued 3 yearly or when changes are required. Whichever occurs first.

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| **Issue Date:** | **OCT 2020** |
| **Review Date:** | **OCT 2023** |

**Statement of intent**

Brambles Childcare CIO provides an environment in which all children are supported to reach their full potential.

**Aims**

* We have regard for the DfES Special Educational Needs Code of Practice.
* We include all children in our provision.
* We provide practitioners to help support parents and children with special educational needs (SEN)/disabilities.
* We identify the specific needs of children with SEN/disabilities 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 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 her name to parents.

**Our designated special educational needs co-ordinator is: Ruth Russell/Tracey Dowding**

* We provide a statement showing how we provide for children with SEN/disabilities.
* We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
* We ensure that our inclusive admissions practice ensures equality of access and opportunity.
* We ensure that our physical environment is as far as possible suitable for children with disabilities.
* We work closely with parents of children with SEN/disabilities 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 SEN/disabilities 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 special educational needs.
* We provide a broad and balanced curriculum for all children with SEN/disabilities.
* We provide a differentiated curriculum to meet individual needs and abilities.
* We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN/disabilities.
* We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
* We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
* We provide resources (human and financial) to implement our SEN/disability policy.
* We ensure the privacy of children with SEN/disabilities 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. PECS trained staff.
* We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
* We provide a complaints procedure.
* We monitor and review our policy annually.

**version History**

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| Issue No | Significant changes from previous version | Author | Date |
| *03* | *Adopted on to new template* | *R Russell* | *05/10/2020* |
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