



For the benefit of this policy Laura Green Trust – which is the governing body of Greenshoots Pre-school and Wraparound care is hereafter referred to as Greenshoots.

Special Educational Needs and Disability (SEND) Policy

The Greenshoots policy has been developed in accordance with guidance given in the Special Educational Needs Code of Practice (2014). The SEN Code of Practice sets out a graduated response to meeting children's special educational needs. Children within the Early Years Foundation Stage are identified, assessed and provided for through early intervention plans, including Individual Education Plans (IEP). The SENDCO will seek advice from the Gateway regarding what action should be taken to meet the needs of individual children. This may result in multi-agency working as part of the 'Team Around Me' (TAM) strategy and multi-agency support planning to support each child to make progress.

Policy Aims

The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. These include:

- taking into account the views of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood.

These principles are designed to support:

- The participation of children, their parents and young people in decision- making.
- The early identification of children and young people's needs and early intervention to support them.
- Greater choice and control for young people and parents over support.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- A focus on inclusive practice and removing barriers to learning.
- Successful preparation for adulthood, including independent living and employment.

This policy should be read in conjunction with the Local Authority 'Local Offer' which details how we further support children with SEND within the setting. The Pre-school Manager and setting SENDCO are responsible for ensuring the setting is compliant with the Plymouth City Council Local Offer and follow any requirements stated.

The Plymouth City Council Local Offer can be found at: <http://www.plymouth.gov.uk/homepage/education/schools/educationsupport/chids/chidslocaloffer.htm>

Special Educational Needs and Disabilities Co-ordinator

The named Special Educational Needs and Disabilities Coordinator (SENDCO) has the responsibility for the day to day management of all aspects of provision for children with Special Educational Needs and Disability (SEND). The Pre-school Manager will work in close partnership with all of the Pre-school staff and in particular any named SENDCO's working within the setting. All staff will be made aware of the procedures for identifying, assessing and making provision for children with SEND.

All staff will give children the rights to their views and opinions in line with the rights of the child in the UN conventions.

"States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child".

The Special Educational Needs and Disabilities Coordinators of Greenshoots are:

SENDCO – Natalie Landricombe
Deputy SENDCO – Kirsty Hooley

Role of the SENDCO

The setting SENDCO's have responsibility for :

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND.
- Advising and supporting colleagues.
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting.
- Liaising with professionals or agencies beyond the setting
- The safeguarding of children with SEND.
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Responsibility for the Special Educational Needs and Disabilities Policy

- The SENDCO is responsible for the day-to-day operation of the policy and co-ordinating provision for the children.
- The SENDCO is responsible for liaison with parents, staff and multi-agency services.
- All staff are responsible for observations, record-keeping and implementing and monitoring I.E.P's.
- The SENDCO has an overview of each child.
- The SENDCO is responsible for updating and initiating IEP targets for children who have been identified as needing extra support. This generally discussed in staff meetings so that all members of the team are working together.
- The SENDCO will monitor children's learning through their learning journeys, summative assessments, two year old checks and observations.

- The SENDCO will find out about any concerns from the parent when their child first attends Greenshoots. Transition reports will be sought from previous settings if applicable.

Aims of the Special Educational Needs and Disability Policy

- To offer a broad and balanced curriculum with as much access to the Early Years Foundation Stage as possible.
- To ensure that all children with SEND engage in all activities and are fully included.
- To have a positive approach, building on children's strengths and taking into account their wishes, in the light of their age and understanding.
- To develop a support system and strategies that enable the SENDCO to work with the whole setting team to deal effectively with children and their parents.
- To involve parents in a working relationship.
- To work in partnership with outside agencies.
- To monitor and review individual needs of children, enabling early identification and to facilitate early intervention.
- To implement the early intervention support given to us in order to help the child progress independently.
- For staff to attend regular training sessions to keep up to date with changes and continue their professional development in the role of supporting children with SEND needs.
- To take into account what the child wants to say about the concerns raised.

Definition of the term 'Special Educational Needs' (SEN) [SEND Code of Practice 2014]

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others at the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

A child must not be regarded as having a learning difficulty solely because the language or medium of communication, of the home is different from the language in which he or she is, or will, be taught.

Special educational provision means:

- (a) For a child of two or over: educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area.
- (b) For a child under two: educational provision of any kind.
[*Education Act 1996, Section 312*]

The Pre-school recognises the Disability Discrimination Act 1995.

Since September 2002, the Disability Discrimination Act 1995 (DDA) has applied to all providers of Early Years services. The Act states that it is unlawful to discriminate against a disabled child in the provision of any service. There are two main duties set out in the Act:

- Not to treat a disabled child less favorably.
- To make 'reasonable adjustments' for disabled children.

We aim to enable all the children to have equal access to the curriculum in an environment where every child is equally valued and respected. If any parents have queries or concerns about our policy or practice, they are welcome to arrange a meeting with the Childcare Manager and/or a member of the Trust.

The Disability Rights Commission (Tel: 08457 622 633) provides a range of information and guidance on the Disability Discrimination Act. This organisation would be able to advise if the concern relates to an issue of the possible discrimination of a disabled child, which cannot be resolved within the setting.

Disability and SEND

- Everyone covered by the Code of Practice (2014) has duties in relation to disabled children and young people under the Equality Act 2010. They must not discriminate and they must make reasonable adjustments for disabled children and young people.
- Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ' a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day to day activities'.
- Sensory impairments (sight or hearing)
- Long term health conditions eg, asthma, diabetes, epilepsy and cancer.

This policy details how Pre-school staff will ensure that the necessary provision is made for any child who has special educational needs and those needs are made known to all who are likely to work with that child. The Pre-school will use its best endeavours to ensure that early years practitioners are able to identify and provide for those children who

have special educational needs. To allow children with SEND to join in with and participate with other children, so far as it is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the children with whom they are educated.

The Pre-school has regard to the Special Educational Needs Code of Practice 2014 when carrying out its duties towards all children with SEND and ensure that parents are notified and consulted of a decision by the Pre-school that SEND provision should be made for their child.

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. We recognise that parents hold key information and have the knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their child's education.

Children with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained as appropriate.

Identification, assessment and provision in early years settings

The Early Years Foundation Stage (EYFS) sets out what most children will have achieved by the end of their foundation stage / school reception year. Children will progress at different rates during the foundation stage. By the end of this stage some children may still be working towards the final outcomes, such children will need differentiated learning opportunities to help them progress and regular monitoring of their progress. Practitioners refer to the document Early Years Outcomes in identifying children's stages of development.

All children are entitled to an education that enables them to:

- Achieve the best possible educational and other outcomes, and
- Become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.
- All early years providers are required to have regard to the Code of Practice.
- The Early Years Foundation Stage, (EYFS) is the statutory framework for children aged 0-5 years. All early years providers must follow the safeguarding and welfare requirements of the EYFS and the learning and development requirements.
- This policy details our clear approach to identifying and responding to SEND.

Medical conditions

We will ensure that we take steps to ensure that children with medical conditions get the support required to meet those needs.

From birth to two – early identification

Parents' early observations of their child are crucial. Children with more complex development and sensory needs may be identified at birth. Health assessments, such as the hearing screening test, which is used to check the hearing of all new born babies, enable very early identification of a range of medical and physical difficulties. Health services, including paediatricians, the family GP, and health visitors should work with the family, supporting them to understand the child's needs.

Early Years Provision

The Early Years Foundation Stage (EYFS) sets the standards that all Ofsted registered must meet to ensure that children learn and develop well and are kept healthy and safe. This includes ongoing assessment of children's progress. This policy details our arrangements of a clear approach to assessing SEND. This forms part of our overall approach to monitoring the progress and development of all children.

When a difficulty is identified

In assessing progress of children within the early years we refer to the non statutory Early Years Outcomes guidance as a tool to assess the extent to which a child is developing at expected levels for their age. The guidance sets out what most children do at each stage of their learning and development. These include typical behaviours across the seven areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Progress check at age two

The EYFS states that when a child is aged between two and three years that we must review progress and provide parents with a short summary of their child's development, focusing particularly on communication and language, physical development and personal and social development. This progress check must identify the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns or identified SEND or disability we will develop a targeted plan to support the child. This is likely to involve other professionals such as the setting's SENCO or the Area SENCO.

Monitoring of individual children's progress throughout the foundation stage is essential. Where a child appears not to be making progress then it may be necessary to use alternative approaches to learning. Ongoing difficulties may indicate the need for help above that which is normally available for children in the particular early education setting.

We will consider all the information about the child's learning and development from within and beyond the setting to include;

- Parent observations
- Formal assessments
- Practitioner observations – with emphasis on the three prime areas of learning and development
- Detailed assessments – eg, ECAT
- Pre school entry information / Planned entry meeting
- EYFS pathway books / development journals
- ABCC charts / Behaviour Plans
- Information from any specialist advice
- The voice of the child where appropriate

This information will be brought together, shared and considered with the child's parents / carers.

The key test for action is evidence that the child's current rate of progress is inadequate.

When it is identified that there are concerns and additional support may be required we will with parents agreement involve the Area SENCO / other health professionals as required in supporting the child. This could involve them visiting the child at the setting and meeting with the family and discuss approaches that can be put into place.

We will then work with the Area SENCO / health care professional as required.

Assessment at the end of the EYFS – the EYFS profile

Identifying needs in the early years

5.26 The EYFS profile provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities. A profile is usually completed for children in the final term of the year in which they turn five. It is particularly helpful for children with SEN and should inform plans for future learning and identify any additional needs for support.

SEND Support in the Early Years

- It is important within the early years that there is no delay in making necessary special educational provision.
- Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and behaviour difficulties.
- Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

Where other professionals are not already involved with the child, at this stage the SENCO should contact them with the parents agreement.

Adequate progress

Adequate progress can be identified in a number of ways; it may be that progress;

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self help or personal skills
- demonstrates improvements in the child's behaviour

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A Graduated Approach

We have adopted a graduated approach. A cycle of assessment, planning, doing and reviewing our actions in increasing detail and with increasing frequency to identify the best way of securing good progress for children identified as having SEND.

- Parents/ are kept informed and play a key role in contributing to children's learning and progress
- The graduated approach is led and coordinated by the settings SENCO working with and supporting practitioners in the setting as well as any other professionals involved such as the Area SENCO.
- If a child, at any stage is not developing as expected or responding to action taken by the setting we will draw on those with specialist expertise beyond the setting as necessary
- Where children are progressing in small steps the parents and/or the setting, with involvement from other agencies, may wish to consider requesting an Education, Health, Care Plan (EHC).

ASSESS

In identifying a child as needing SEND support the child's key person working alongside the settings SENCO and the child's parents will assess the child's needs. This will provide the information to ensure that support is matched to the needs of the child. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from beyond the setting which could include the Area SENCO, or health professionals such as a speech and language therapist.

Where other professionals are not already involved with the child, at this stage the SENCO should contact them with the parents agreement

PLAN

Where it is decided to provide SEND support, the key person and the SENCO should agree in consultation with the child's parents the outcomes they are seeking, the

interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child based on reliable evidence of effectiveness.

DO

The child's key person remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of the SEND Support. The SENCO should support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

REVIEW

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The key person, SENCO and child's parents, child themselves should agree any changes to the outcomes and support the child in light of the child's progress and development.

This cycle of action should be revisited in increasing detail and with increasing frequency to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning.

Graduated Response Plans

Strategies employed to enable the child to progress will be recorded within an Individual Learning Plan, (IEP) or similar. This should include information about;

- the short term targets set for the child
- the teaching strategies
- the provision to be put in place
- when the plan is to be reviewed
- the outcome of the action taken

All targets should be SMART – Small, Measurable, Achievable, Recordable Targets with regular reviews (at least termly).

The plan will record only that which is additional to, or different from the differentiated curriculum already in place as part of normal provision. The plan will focus on three or four key targets and will be discussed with the parent and where appropriate, the child. The plan will be kept under continual review and parents will be consulted as part of the review process.

During review meetings (which are held as required) an action plan will be agreed and documented, recording what actions are to be done and who will be responsible, eg, parent, SENCO, portage worker or health visitor.

Four Areas of SEND

1. Communication and interaction

2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and / or physical

Special educational provision should be matched to the child's identified SEN.

Where required and where is reasonably practicable our policies and procedures will be adapted where required to ensure all children are fully supported and included and their wellbeing optimised with a focus on achieving outcomes. This may result in individual children being treated differently to ensure equality of opportunity. An example of this in practice is: a diabetic child being provided with a high sugar snack as opposed to fruit if required to meet their needs.

When the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available or when it seems likely that the child may need a ECH plan in school an EHC Assessment should be conducted by the local authority and must be reviewed as a minimum every twelve months.

This policy is in line with relevant legislation as below:

- The Children and Families Act 2014 / SEND Code of Practice 2014
- The Equality Act 2010, including DDA
- The Statutory Framework for the Early Years Foundation Stage 2014 (EYFS)
- The Special Educational Needs and Disability Regulations 20

Inclusion

This is important because high quality inclusive practice is responsive to individual children and differentiates and personalises provision to meet the needs of all children including disabled children and children with SEN.

The SEN and disability code of practice highlights the UK Government's commitment, under the United Nations Convention on the Rights of Persons with Disabilities, to inclusive education of disabled children and the progressive removal of barriers to learning and participation in mainstream education. These rights are secured in the Children and Families Act 2014 and the Equality Act 2010, see Section 2: Statutory requirements. Education Health Care Plans (ECH)

For the majority of young children with SEN, their needs are likely to be best met through the services set out in the Local Offer and within our setting (or another mainstream early years setting).

Transition

SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process. Regular visits to the

receiving setting or school in order to create a smooth transition. A transition report will be completed along side a SEND transition report.

When a child with SEND joins our setting we will endeavor to find out as much information about the child as possible. We will gather information from the parents and previous professionals in order to prepare any additional resources or equipment that we may need to provide. The parents will be supported through these transitions and will be fully involved in all aspects of their child's journey at our setting. Parents will be involved in all decision making about their child and their opinions and views will be taken seriously. The SENDCO and key person will work closely with the parents and will keep them updated and plan next steps together.

Voice of the child

The voice of the child Transition is a time of change and can be a source of both excitement and anxiety for children and for parents. Throughout the transition process, young children need to feel secure and confident that their needs, wants, likes and dislikes will be understood.

Record keeping

Practitioners **must** maintain a record of children under their care as required under the EYFS framework. Such records about their children must be available to parents and they must include how the setting supports children with SEN and disabilities.

SEN Support, a graduated approach to supporting children with SEN

Initial concerns

Identification and Assessment

- This is the responsibility of all staff.
- The Key person for the child makes observations.
- The SENDCO helps and consults other agencies.
- The SENDCO has the overall view and speaks to the parents.
- Observations are made on a regular basis.
- All children are treated as individuals and involved in small group work, appropriate to their needs and development.
- Parents are encouraged to inform staff of any issues that may affect their child.
- The child will be placed on an IEP to help improve areas of need.

Identifying Needs

- Greenshoots staff may raise concerns they have with the SENDCO and Childcare Manager.
- Discussions may take place in staff meetings.
- Parents may approach staff with their concerns.
- The children themselves may identify they have a need through difficulties they experience.
- Outside agencies liaise with the SENDCO.
- If a child transfers from another setting, the SENDCO checks records for information concerning a child's special educational needs.

I.E.P. = Individual Education Plans:

An I.E.P. is a working document for all staff. It provides planning for the individual child with SEN. It will document small achievable targets for individual children. These targets will be specifically supported by the SENDCO and key person to monitor progress. The IEP will be explained to the parent and signed in agreement.

The IEP will also be signed by the SENDCO, key person and the manager.

Each target will be reviewed with all staff and the necessary actions will be taken to identify new targets or if improvement has been made then the IEP can be closed at any time.

The IEP's may be sent off with referral paper work if a child needs support from other outside agencies.

All IEP's will remain confidential between Greenshoots and the parents. It is accessible for staff and parents to look at when required.

If any parent is not in agreement with an IEP and will not sign it, we are still able to run an IEP if we feel it is in the best interests of the child.

What happens if there are concerns?

If any member of the Greenshoots staff has a concern about any of the children in their care they will discuss this with the SENDCO and/or management team. The SENDCO will then make observations of the child and will have a planned discussion with the parents/ carers or family if necessary.

If the family also have concerns about the child, the SENDCO will liaise with other agencies such as the Health visitor or the local Children's Centre to gather some background information.

Some advice to parents from these services may be to visit their GP, attend step by step groups or to seek advice from services such as the speech and language service. The SENDCO may receive some advice from Gateway. They will advise us on what they feel would be the best action for each individual child. Permission from parents will be sought before contacting Gateway.

Gateway

- The Designated SENDCO would contact the Gateway for advice and information to support children and young people in need of early help or where there is a concern about their vulnerability.
- The Gateway is a multi-agency team offering advice, information and support about services. They support practitioners to deliver the right help at the right time and work in an integrated way with children, young people and their families.
- Early Help means taking action to support a child, young person or their family early in the life of a problem, as soon as it emerges. It can be required at any stage in a child's life from pre-birth to adulthood, and applies to any problem or need that the family cannot deal with or meet on their own.

The Early Help Assessment Tool (EHAT) is an assessment for multi-agency support. It is a way of gathering information from about the family and using it to decide on what type of

support is needed, if any, to help. The assessment builds on the family's strengths and is used to help support each child to achieve the best outcomes in life

When a child has been referred to gateway we will receive a response from them on the best possible support they feel that the child needs. This can include advice and support from:

Advisory teacher /Inclusion works

Child development Centre (only referred by GP)

Infant Mental health team (direct referral)

Plymouth speech and Language service (Direct referral)

Communication Interaction Team Early Years (CITEY)

Educational Physiologist

Team Around Me - TAM

The child and the parents are at the Centre of the TAM. It is your meeting. The TAM may vary in size and helps professionals and the family plan together. It aims to improve coordination and working in partnership with all parties involved. A lead professional will be nominated. Everyone involved with the TAM will complete a multi-agency support plan together.

Multi-Agency Support Plans

The multi-agency support plan is for children/young people on the Early SEND pathway of support who have a multi-agency team working with them (Team Around Me). It enables them and their families to share their views, wishes and feelings with their relevant multi agency team so that together they can produce a single plan. This plan will consider the Education, Health and Care needs of the child/young person.

Early help Assessment Tool

A family can be supported through the EHAT process with all professionals involved and parents having regular meetings about the child.

Once the child has been identified as having an additional need they will follow what is called the SEND pathway which is shown below.

SEND PATHWAY OF SUPPORT



Complaints Procedure:

Refer to Greenshoots Complaints policy.

Planning and Resourcing

Identification can be made at any time.

Regular reviews of the child and the I.E.P.'s are carried out.

The SENDCO's time is variable depending on the needs of the child.

Key workers have time, when necessary, to discuss concerns.

Parents are involved as much as possible. If they need to talk to the Key person or SENDCO, time is given.

I.E.P.'s are signed by the parents, when action is decided and at each update.

Support offered to children, staffing, resources, etc.:

The children are provided with appropriate support from their Key person to help them to achieve their individual targets. The curriculum is differentiated to meet particular needs. A variety of resources are provided to promote inclusive practice (e.g. left-handed scissors, mark-making implements of differing widths, height adjustable easels and tables, in addition to a selection of books, dolls and jigsaws containing positive images of disability).

Staff Development Courses:

The SENDCO attends relevant training related to the role such as at the termly SENDCO conferences. These conferences are presented by the lead professionals in Plymouth for Special Educational needs. We aim for all staff to attend IEP training to assist the

SENDCO in their role. The deputy SENDCO will also attend training to support the SENDCO in their role.

Partnership with Parents:

Parents are encouraged to play an active and valued role in their child's education. Parents have access to information, advice and support during the assessment of their child. Staff aim to be sensitive to the parents' feelings, and present a positive attitude.

Local Offer

- Local authorities have a duty to publish a local offer, setting out in one place information about provision they expect to be available in their area across education, health and social care for children and young people who have SEN or are disabled.

- The local offer has two key purposes:

- to provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving children, young people, families and service providers in its development and review.

Links with other settings, schools and outside agencies:

The School's SENDCO and the local inclusion team provide advice and support to all staff and the SENDCO.

Transition reports will be sent to other settings that the child may attend. School transition reports will be sent to the receiving schools and will include the universal transition plan for children with SEND.

High quality transitions will be made with schools and other early years setting in order for the children to have a smooth transition. The SENDCO or manager will contact receiving schools in order to discuss SEND needs or to invite them for a transition meeting at Greenshoots.

This policy was adopted on _____

Signed on behalf of Laira GreenTrust - Greenshoots Pre-school and Wraparound Care –

Chairperson, Laira Green Trust.

Greenshoots Manager (Strategy and Support):

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Telephone : 01752 228272.
Registered Charity No: 1136071 Registered Company No: 7110815 England & Wales.

An effective special educational needs and disability policy should include:

- reference to the SEND Code of Practice 2014 and a clear statement of intent (a statement that proposes your aim and how you will achieve this)
- the name and role of the Special Educational Needs Co-ordinator (SENCO)
- reference to the Early Years Foundation Stage Statutory Framework and assessing children's progress (including on-going, at two years and at the end of the reception class)
- guidance on developing Individual Education Plans (IEP's) for children and the reviewing and monitoring procedures
- reference to the local SEND pathway including identifying need, requesting support and working together using a Team Around Me (TAM) approach
- information regarding multi agency SEND support plans
- recording keeping procedures
- procedures for transitions to schools and other settings
- requesting and implementing Education Health Care (EHC) Plans and the reviewing procedures.