

Supporting Children with Special Education Needs (SEN)

Policy Statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

Aims

- We have regard for the Special Educational Needs and Disability Code of Practice 0 to 25 years.
- We identify the specific needs of children with SEN 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.

Procedures

- Our designated SENCO member of staff is: **Janet Broomhead** supported in this role by **Nicky Quint**
- We ensure that the provision for children with special needs is the responsibility of all members at Stanmore Montessori.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated approach to supporting needs (**Code of Practice 5.39 - 5.46**) with four stages of action: assess, plan, do review.
- Education, Health and Care Needs Assessment will be requested from local authority if, after following the graduated approach, the child is still not making progress and continues to cause concern, despite interventions.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership which supports their child.
- 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 Harrow Early Years and other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools. We work closely with the next school or care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care.
- We provide a broad, balanced and differentiated curriculum for all children with educational special needs.
- We use the progress check at age 2, to help assess children's progress and whether this is behind expected levels of development to give cause for concern.
- We use a system of keeping records of the assessment, planning and review for children with special educational needs.

- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We provide in-service training for parents, practitioners and volunteers.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources, eg EHC 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.

Legal Framework

- Children and Families Act 2014
- Equality Act 2010
- Special Education Needs and Disability Code of Practice 0 to 25 years 2015
- Statutory Framework for the Early Years Foundation Stage 2021
- Working Together to Safeguard Children 2018