

7.Special Educational Needs & Disabilities

Contents page:	Pages
1. SEND.....	2-3

1. Special Educational Needs (SEND)

Woodentots and **Woodland Wanderers** are committed to excellent provision for children with special educational needs and/or disabilities (SEND).

There are designated members of staff to be the Special Educational Needs Co-ordinator (SENDCO) at all of our settings.

We will have regard to the SEND Code of Practice. 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 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:

- personal, social and emotional development
- physical development
- communication and language
- literacy
- mathematics
- understanding of the world
- 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.

If we identify that a child has SEN, then we will use the graduated approach as described in the Code of Practice section 5.

When the child is between the ages of two and three, Early years practitioners must review progress and provide parents with a short, written summary of their child's development, focusing in particular on communication and language, physical development and social and emotional development. This progress 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 SEN or disability) practitioners should develop a targeted plan to support the child, involving other professionals such as for example, the settings SENDCO or the area SENDCO, as appropriate.

The summary must highlight areas where:

- good progress is being made
- some additional support might be needed

- there is a concern that a child may have a developmental delay (which may indicate SEN or disability)

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, with parents' permission, use Individual Education Plans (IEPs). These will record information about the short-term targets for the child, the teaching strategies and the provision to be put in place, when the plan will be reviewed, and the outcome of the action taken. We will continually review the IEPs and seek the parents' views on the child's progress.

We will closely work with the Parents, outcomes will be shared and reviewed with them, along with action taken by the setting, at agreed times.

If a child is not making significant progress, we will with the Parent's begin to develop an Individual Health Care plan for the child, and consider requesting an Education, Health and Care needs assessments and plans.

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

For a more detailed understanding please ask to read our SEND information.

END.