

A GUIDE TO WRITING A

WRITING A SPECIAL EDUCATIONAL NEEDS/INCLUSION POLICY

For Early Years Settings

Barnet Early Years SEND Advisory Team is committed to supporting early year's settings to move to more inclusive environments for children with a variety of special educational needs and disabilities. Please contact your SEND Advisor for further information. This Document has been produced by Barnet Early Years SEND Advisory Team

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A Guide to Writing a Special Educational Needs/Inclusion Policy

Every setting, in receipt of Government funding, must have a policy for Special Educational Needs (SEN) and / or inclusion whether or not they have a child with SEN on their role. The policy must be written with regard to the:

Special Educational Needs and Disabilities Code of Practice

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Who should write the policy?

The setting's manager has the overall responsibility for the management of the policy but all practitioners within the setting, particularly the SENCO, should be involved with the planning and writing of it – it is a working document and everyone needs to have ownership. It is also useful to seek the parents' views and involve them in the planning of the policy.

Who has day-to-day responsibility for implementation of the policy?

The Special Educational Needs Coordinator (SENCO) has the responsibility for overseeing the day-to-day operation of the SEN Policy. The SENCO should work closely with the Manager to ensure that it is working effectively. All members of staff are responsible for the actual implementation of the policy within their own area.

What needs to be in the policy?

- **Objectives**
  The objectives - what are your aims in providing for children with special educational needs – what do you value and believe in?
- **SENCO details**
  SENCO's name and a brief summary of their role.
- **Admission arrangements**
  How will you approach the way in which children with special educational needs are admitted? Remember that the SEN Code Of Practice and the Disability Discrimination Act both state that applications from children with SEN should not be treated less favourably than others. Include any additional arrangements that you would make e.g. seeking information about the child's additional needs, familiarisation visits,

decisions about number/length of sessions etc.

- **Partnership with parents/carer**
  The importance of relationships with parents/carers: sharing information about their child's development, needs and progress, seeking their views and contributions in order to get a full picture of the child's needs. Mention here any particular services that you offer parents/carers e.g. open door policy, coffee mornings etc.

- **Children's views**
  This can cover the ways in which all children are offered choices, how they can express preferences and how they are involved in decision making.

- **Procedures for identifying and assessing needs**
  (Assess, Plan, Do, Review). Who will be responsible for the assessments and planning - when, where? Refer to your systems for observation, assessment, record keeping and how you monitor each child's needs and progress individually.

- **Liaising with parents/carers**
  Say how you liaise with parents/carers and what you will do if they express concerns about their child's development.

- **The Graduated Approach (Assess – Plan – Do – Review)**
  State how you are going to follow the graduated approach to children with SEN as stated in the SEN Code of Practice. Don't forget to mention your links with outside agencies in consultation with parents e.g. your SEND Advisor, Health Visitor, Barnet Early Years SEND Advisory Team, Speech and Language Therapy Service etc.

- **Links**
  How do actions/strategies from SEN Support Plans link to other planning systems?

- **Progress reviews**
  How do you review progress and who monitors this.

- **The Curriculum and Inclusion**
  How are children to be included in the setting as a whole? How do you plan the curriculum – how do your long, medium and short-term plans take account of any children with SEN?

- **Facilities and resources**
  To what specialist equipment or facilities do you have access? Does the setting offer any specialism – do you have staff who have specialist training or qualifications in particular areas e.g. autism, Makaton or do you have access to a specialist facility e.g. a sensory room? How do you

allocate resources e.g. staffing to meet individual needs? What teaching styles may be used? Outline from where you can seek additional equipment/resources/training e.g. Early Years Inclusion Panel, SEND Advisor etc.

- **Continued professional development for staff**
  How do you make sure all staff are kept up to date with relevant SEN areas and issues? Do you regularly carry out an audit?

- **Transition**
  Outline your procedures for children who move into and out of your setting.

- **Evaluation**
  How the policy is evaluated - The criteria for evaluating the policy, when and where the policy will be reviewed e.g. Staff Meetings. How will you determine its strengths and weaknesses? How will you manage any necessary changes? Remember the policy is a working document and should reflect the ethos and working practices of your setting. All staff should have ownership of the policy and it should be reviewed annually.

- **Complaints**
  How and who will deal with any complaints about your provision? It is important that parents/carers feel that any complaint they may have is fairly investigated and any necessary action taken.

- **Names and dates**
  Who has drafted the policy, when was it written, date approved and adopted, review date and who will initiate the review?

Sample: You can use this as the basis for writing your own policy.

Special Educational Needs and Disabilities / Inclusion Policy

for Early Years Settings

At …….. we have regard for the Special Educational Needs and Disability Code of Practice.

All children are welcomed into our community, regardless of need or disability. When we know that a child may have a special educational need or disability (SEND) before they start with us, we will endeavour to set up a good transition for them into our setting involving child, parents/carers and any outside professionals known to the child. This may involve the child visiting our setting on a number of occasions and/or a home visit by one of our members of staff.

We have a named SENCO (Special Educational Needs Co-ordinator) and their name is

……..……..

They are there to support all members of staff in the early identification of special needs. They are also responsible for the day-to-day provision for children with SEND. The individual needs of all our children are taken into consideration when planning the curriculum so as to ensure it is accessible to the needs of all our children.

Together with the key workers in our early years setting, our SENCO maintains and oversees all records for children with SEND. Following discussion and consultation with parents/carers the SENCO may liaise with other staff and outside agencies as appropriate (such as health, education and social services) regarding the Special Educational Needs and Disabilities of a child.

We are committed to effective collaboration between all agencies working with a child together with a multi-disciplinary approach to meeting children's special educational needs.

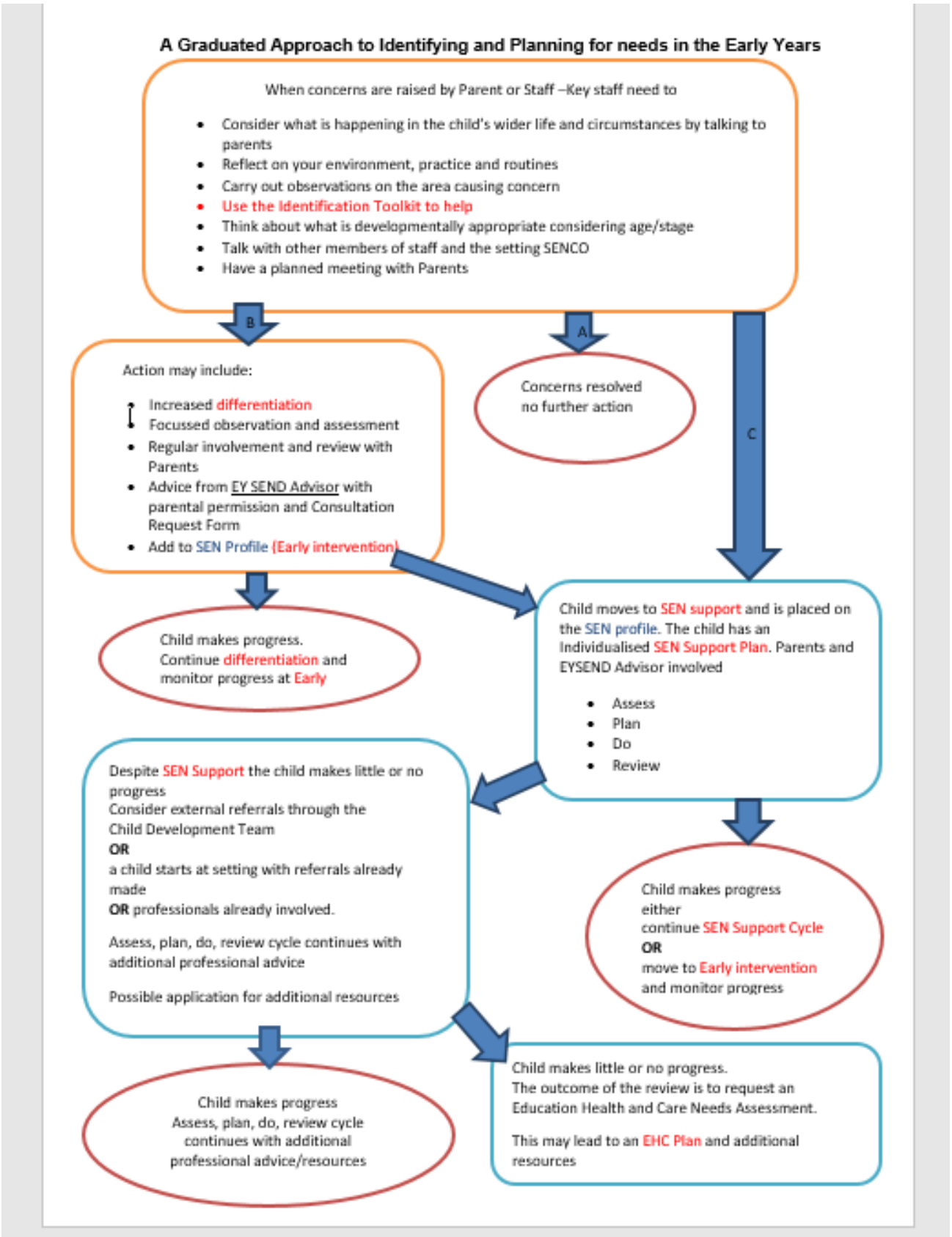
The detailed systems and procedures on the 'Identification and Planning for SEND in the Early Years' protocols (overleaf) ensure that where there is an identified need, we will work in true partnership with the child, their family and other professionals to achieve the best possible outcomes.

Signature …… Designation……

On behalf of…… Early Years Setting.

Date …… Date of next review…….

The Graduated Approach – see appendix below


A Graduated Approach to Identifying and Planning for needs in the Early Years
When concerns are raised by Parent or Staff –Key staff need to
Consider what is happening in the child's wider life and circumstances by talking to parents
Reflect on your environment, practice and routines
Carry out observations on the area causing concern
Use the Identification Toolkit to help
Think about what is developmentally appropriate considering age/stage
Talk with other members of staff and the setting SENCO
Have a planned meeting with Parents
B
A
C
Action may include:
Increased differentiation
Focussed observation and assessment
Regular involvement and review with Parents
Advice from EY SEND Advisor with parental permission and Consultation Request Form
Add to SEN Profile (Early intervention)
Concerns resolved no further action
Child makes progress. Continue differentiation and monitor progress at Early
Child moves to SEN support and is placed on the SEN profile. The child has an Individualised SEN Support Plan. Parents and EYSEND Advisor involved
Assess
Plan
Do
Review
Despite SEN Support the child makes little or no progress
Consider external referrals through the Child Development Team
OR
a child starts at setting with referrals already made
OR professionals already involved.
Assess, plan, do, review cycle continues with additional professional advice
Possible application for additional resources
Child makes progress either continue SEN Support Cycle
OR
move to Early intervention and monitor progress
Child makes progress Assess, plan, do, review cycle continues with additional professional advice/resources
Child makes little or no progress.
The outcome of the review is to request an Education Health and Care Needs Assessment.
This may lead to an EHC Plan and additional resources