

## Special Educational Needs and Disability Policy

We will have regard to the Special Educational Needs and Disability Code Of Practice. We will ensure that we have an up to date copy of the Code of Practice and will make this document available to parents if required.

We will both 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 six areas of learning:

- Personal, social and emotional development
- Communication and language
- Physical development
- 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 and where a child appears not to be making progress either generally or in a specific aspect of learning we will present them with different opportunities or use alternative ways of learning.

If we identify that a child has special educational needs then we will use the graduated approach as described in the 2014 SEND Code of Practice.

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 and allows them 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 a Setting-based Support Plan. This will record information about the short term targets set 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 SBSP and seek the parents' views on the child's progress.

We will seek support from the Area Special Educational Needs Co-ordinator. We will continue to develop our knowledge of special educational needs by attending training where possible and by reading literature provided to us by the Co-ordinators.

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