



Charity Number 1036832

Naval Under Fives Reviewed August 2017

SPECIAL EDUCATIONAL NEEDS

Our policy takes into account the Education Act 1996, the Special Needs and Disability regulations 2014, the Children and Families Act 2014 and the policies of the LEA.

Children have Special or Additional Needs if they have a learning difficulty which calls for special educational provision to be made for them. As an early years provider we must have regard to the 2014 Code of Practice.

We value each child in our care, treating each child as an individual. We aim to make the most of opportunities offered so that they can flourish in our caring environment.

NAVAL UNDER FIVES believes that a close working relationship with Parents/Carers is vital to ensure accurate identification and assessment of children with SEN which will lead to appropriate intervention and provision for these children. This will, in turn, support continued developmental progress of children with SEN.

In cases where more frequent regular contact with Parents/Carers is necessary, this will be arranged on the child's individual needs. The SENCO may also signpost parents towards other support, such as health visitor, G.P, inclusion officer and local support groups.

ARMED FORCES FAMILIES AND SEN

Parents serving with H.M Forces can also access the Children's Education Advisory Service (CEAS) - an information, advice and support service established specifically for service Parents/Carers. It covers any issue relating to their children's education, including SEN. More information about CEAS may be found on the CEAS website.

<https://www.gov.uk/childrens-education-advisory-service>

LOCAL HEALTH VISITOR AND INCLUSION OFFICERS

If you and/or your child's Setting believe that your child would benefit from additional support, we advise that you contact your G.P or your local Health Visitor. If you are unsure who to speak to, then please speak to your Setting. One of the first people you may have contact with once you and the Setting have decided that your child needs support is your local Inclusion Officer. The Inclusion Officer will help the Setting with strategies and targets to support your child and may suggest further outside agencies who may offer help. They may also request to speak with you about strategies and support that can be offered to you at home.

SEND (SPECIAL EDUCATIONAL NEEDS and/or DISABILITIES) LOCAL OFFER

The SEND local offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families that have an Educational Health and Care Plan and those who do not have a plan, but still experience some form of special educational



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need. The SEND local offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors, including NUF.

EHCP (EDUCATION HEALTH AND CARE PLAN)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment process, which is usually requested by the pre-school/school, but can be requested by the Parents/Carers. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

The decision to make a referral for an Education Health and Care Plan (EHCP) can be taken at any time, but will usually happen at a point of reviewing a child's progress. The application for an EHCP will combine information from a variety of sources including:

- *Parents
- *Teachers
- *SENCOs
- *Other Agencies
- *The child themselves.

Information will be gathered over a set period of time relating to the current provision provided, action points that have been taken and preliminary outcomes of targets set. (Targets will be set with the child in mind in the form of 'Targets', 'Individual Behavioural Plans' and 'Individual Education Plans'). Settings will support Parents/Carers through the EHCP procedure and will advise them on what information and evidence they will be required to gather.

This EHCP document is a live procedure which will follow the child through school. Reviewed and changed regularly as the child's needs change. It can help the school or carers in accessing set aside funds, training, specialist resources or extra care.

Assessment Procedures:-Assess, plan, do, review.

If a child in our setting is not making the expected progress, it may be necessary to use alternative approaches to learning.

We will do normal group monitoring and assessment of Children's learning records and in discussion with all relevant staff members and the Child's Parents / Carer. Any parental concerns will be noted and compared with observations with the setting.

Meetings will then be held to talk about any adjustments, interventions and support that may be required.

Staff in the setting will then work with the child during session times with plans fed back to parents to work on at home. They will keep parents and other agencies informed as to how the support is impacting on the child within the session.

If it is felt at this stage the child would benefit from input from an outside agency such as Area Inclusion officer, Speech and Language Therapist or other agency we will discuss the



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need for this with the parent/carers before any referrals are made, then proceed with their permission for a referral.

Staff, parents and other agencies, if required will review the child's development making any necessary amendments to plans. Producing, actioning and reviewing targeted plans such as Individual Educational Plan IEP or Individual Behaviour Plan IBP.

Key principals

1. All Children have access to the curriculum, irrespective of ability. We provide children with opportunities to succeed, tackling any barriers that may present themselves with targeted interventions.
2. Staff Members seek to identify children with SEN as soon as possible, through observations and talking with parents.
3. Staff work with parents to better understand the strengths and needs of all children. This includes supporting them through SEN procedures and offer regular feedback.
4. In the event that an additional need is identified, the SENCO will work with the parents and key person to draw up a support plan and to put in place strategies to support the child's needs.
5. All Staff are responsible for making appropriate provision for Children with special needs, which is supportive and positive.
6. We recognise that Children's needs may be long term or short term, academic, physical, emotional or behavioural in nature.
7. Staff will work with and gain support and training from outside agencies when it is required.
8. Specialist equipment may be acquired. It will be reviewed and evaluated regularly and provided where necessary, funding for this may be sought from other sources.
9. The Under-Fives Co-ordinator / Deputy will ensure support to Staff and Children, and arrange appropriate further training if and when required.