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## **Supporting children with special educational needs policy**

At the Children's Ark we believe that every child should be cared for, learn and have their needs met alongside their peers. We provide an environment in which all children, including those with special educational needs (SEN), are supported to reach their full potential.

### **Our approach**

- We have regard for the SEN and Disability Code of Practice 0-25 years (2015).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting each individual child's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

### **EYFS key themes and commitments**

1.1 Child development	2.1 Respecting each other	3.2 Supporting every child	4.1 Play and exploration
1.2 Inclusive practice	2.2 Parents as partners	3.3 The learning environment	4.2 Active learning
1.4 Health and well-being	2.3 Supporting learning	3.4 The wider context	4.3 Creativity and critical thinking
	2.4 Key person		

## Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is Jade Jennings (level 3)
- We ensure that the SENCO attends the two day SENCO Induction training, which will then be updated every 2 years.
- Where ratios allow, we will ensure other members of staff attend the SENCO Induction training, to allow them to offer support to the SENCO under their direction.
- The SENCO will attend a minimum of six hours (out of the required 24) of SEN related training per year.
- Staff attending any SEN training will cascade it to other members of staff, unable to attend.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for assessing, planning, do and reviewing in response to SEN Support.

- We work closely with parents/carers of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents/carers with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assess, plan, do, review provision for all children requiring SEN support.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff. This is reflected in our Local Offer.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources, e.g. assessments, planning, Individual Education Plan 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

**Other useful Pre-school Learning Alliance publications:**

- Special Educational Needs and Disability Code of Practice for Early Education Settings (2015)

This policy was adopted at a staff meeting of The Children's Ark:

Signed..... Print Name.....

Dated.....

And at The Children's Ark committee meeting:

Signed by chairperson..... Print Name.....

Dated.....

Date of review.....