

The Special Educational Needs and Disability Code of Practice (2015) defines **special educational needs** as follows:

“A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for them”

Children’s special educational needs are generally thought of in the following four broad areas of need and support:

Communication and interaction  
Cognition and learning  
Social, emotional and mental health  
Sensory and/or physical needs

The Equality Act (2010) defines **disability** as:

A physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. (long term is defined as a year or more, substantial is defined as more than minor to trivial).

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2015)
- We ensure our provision is as inclusive as possible to most children with special educational needs.
- We support parents and children with special educational needs (SEN).
- 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 individual children's needs.
- We monitor and review our policy, practice, and provision and, if make necessary adjustments.

#### 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

Rebecca Cook

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#### 4.01 Supporting Children with Special Educational Needs

- 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 to the best of our Environment.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the Assess, Plan, Do, Review of their children's education.
- We provide parents 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 will provide a broad, balanced and adapted 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.

Date to be reviewed – by end August 2024