

Special Educational Needs and Disability Policy

At Next Steps Day Care, we honour the Special Educational Needs and Disability (SEND) code of practice 2015. To ensure we comply with the SEND code of practice we ensure that we consider each child's level of "cognition and learning, communication and interaction, their social, emotional, and mental health difficulties, and the physical and sensory needs" of the individual as well as how they communicate and interact whilst planning for each child in order to meet the needs of each child. Also, in accordance with the EYFS and the 'Equality Act 2010' we aim to provide a stimulating environment for all children regardless of race, language barriers, physical or emotional needs to help them grow and learn in a happy safe environment. To comply with the 'Children and Families Act 2014' we make changes to areas and activities to fit in with children's individual needs and requirements, this includes children with English as their second language when children with alternative needs/requirements are detected.

Here at Next Steps our Special Educational needs and Disabilities Co-ordinator (SENCO) is Lisa Hatt (Deputy Manager) and Becky Hodges (Preschool assistant) The 'Graduated Response' ensures that when Special Educational Needs are detected the SENDCO's role is to...

- Consult with parents to gain more information about existing special needs and to discuss potential special needs and update them regularly.
- Support the parents throughout the child's time in our care.
- Decide what support the child needs and the appropriate external professional body to help with this and share the information with the parents.
- IEP's are reviewed on a 6-weekly basis.
- Liaise with relevant external professionals and attend meetings to enhance the level of support on offer for the child and their families.
- Keep records on any meetings or Liaisons with other professionals as well as Individual Plans and read any reports provided.
- Research any unfamiliar needs to better understand how to provide to best available environment for the child in question.
- Provide information leaflets and support groups or organisations available for the families to access.
- Train staff appropriately- linked with the needs of relevant children.
- Inform relevant staff of any updates linked to the child, such as key workers and other staff responsible for the child in question.

- Provide a statement of how we care for each child with special needs.

Both the child's keyworker and the SENDCO are responsible for.....

- Ensures children on IP's are observed, assessed and records are kept on their development and progress.
- Ensure there are suitable areas, resources, and activities on offer for children with IP'S (Individual Plans) and make adaptations where necessary and assess on a regular basis.
- Work closely with each other and the child's parents to gain any information regarding the child's developmental progress and work closely with the family to create future planning to assist the child's future development.
- Ensure the child is included in all functions of our day only making adaptations to make this possible.

If we feel that a child with special educational needs is at risk of harm as demonstrated within the 'Children Act 1989', a referral will be made immediately to 'Local Authority Children's Social Care'.

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Updated: March 2023