

# Honeypot under Fives centre

## Special Educational Needs

### *Statutory Framework – 3.67*

The Honeypot is aware that some children have Special Educational Needs and/or physical disabilities which require support and assistance. At Honeypots, we are committed to ensuring that all children can access our services, are integrated into the setting and that the curriculum we provide promotes children's welfare and development. The setting will adopt a graduated approach with four stages of action: assess, plan, do and review.

The policies, procedures and practices adopted by Honeypots are consistent with current legislation and guidance and are in relation to the Special Educational Needs Code of Practice and The Equality Act 2010. The Special Educational Needs Policy is subject to regular monitoring, evaluation and review. The setting is in receipt of the Additional Educational Needs funding, this will be used for the benefit of any children with additional needs within the setting as the SENCo, Manager and Committee see fit on the advice from the Inclusion and Disability Support Services or/and Inclusion Teacher.

### **Special Needs Co-ordinator**

There is a member of staff appointed as Special Educational Needs Co-ordinator to manage the provision for children with Special Educational Needs. The lead SENCo is trained and experienced within this area. It is the role of the SENCo to ensure that the provision mapping is in place and effective to support all three waves. From the provision mapping an access plan will be put into place as appropriate. At Honeypots, the provision for children with Special Educational Needs is a matter for everyone in the setting and the Manager and Special Educational Needs co-ordinator have overall responsibility.

### **Roles and Responsibilities**

The Board of Trustees should work with practitioners to determine the setting's general policy and approach to provision for children with SEN. The Manager of the setting has responsibility for the day-to-day management of all aspects of the setting's work, including provision for children with SEN. The Manager of the setting should keep the Board of Trustees fully informed and work closely with the SENCo. The Manager along with the SENCo will review how well equipped the setting is to provide support across the four broad areas of SEN and seek support if required. All Practitioners should be alert to emerging difficulties and respond early. Between the age of two and three practitioners should review all children's progress and parents should be provided with a short-written summary of their child's development. Practitioners must maintain a record of all children within their care as required under the EYFS framework. Records must be available to parents and must include how the setting will support children with SEN and disabilities.

The SENCo- will work closely with the Manager and colleagues and has responsibility for the day-to-day operation of the setting's SEN policy and for co-ordinating provision and SEN support to those children which require it. The SENCo will ensure that parents are informed of any concerns the setting has about their child and will keep them up dated to any relevant information.

**Local offer**

The Manager and SENCo will ensure that the local offer is updated as appropriate and will be available to view on the settings web page. The local offer sets out what support is available from different services and the setting.

The setting will follow legislative guidance from the Code of Practice in all matters.

To be reviewed August 2020

Reviewed by Sarah Holliday