

# Special Educational Needs (SEN)

---

## Special Educational Needs at Woodentots

---

This setting is committed to excellent provision for children with special educational needs (SEN).

The designated members of staff to be the Special Educational Needs Co-ordinator (SENCO) is Paula Woodman.

We will have regard to the SEN Code of Practice. We will ensure we have an up to date copy of the Code of Practice and we will make this document available to parents if required.

We will work closely with parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills and provide opportunities to develop in the seven areas of learning:

- Personal, social and emotional development
- Physical development
- Communication and language
- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

We will observe and monitor individual children's progress throughout the Early Years Foundation Stage. If it appears a child is not making progress either generally or in a specific aspect of learning, we will present the child with different opportunities or encourage alternative ways of learning.

If we identify that a child has SEN, then we will use the graduated approach as

described in the Code of Practice. This includes the Early Years Action and Early Years Action Plus phases.

We will discuss our observations and any proposed plans with the parents in a way that encourages them to contribute their knowledge and understanding of their child. We will encourage parents to raise any concerns they may have about their child's needs and the provision that is being made for them.

We will, with parents' permission, use Individual Education Plans (IEPs). These will record information about the short-term targets for the child, the teaching strategies and the provision to be put in place, when the plan will be reviewed, and the outcome of the action taken. We will continually review the IEPs and seek the parents' views on the child's progress.

If a child with SEN is not making adequate progress under Early Years Action Plus, we will work in partnership with parents, and the other agencies involved in supporting the child, to consider whether a statutory multi-disciplinary assessment may be appropriate. We will support applications to the local authority for assessment of the child and follow the procedures laid out in the Code of Practice.

We will seek support from the area SEN co-ordinator. We will continue to develop knowledge of special educational needs by attending training where possible and by reading literature provided to us by the co-ordinators.