



Oakbridge Little Learners LTD
66-68 Bridge Cross Road
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SPECIAL EDUCATIONAL NEEDS

The setting SENCO is Ms. Lyn Lawrence.

The initial responsibility for recognising any special/additional needs a child may have lies with the child's key worker.

All staff have a regard to the Special Educational Needs and Disability (SEND) code of practice (2014). The code (5.7) states that "early years provider should regularly review and evaluate the quality and breadth of the support they offer or can access for children with SEN or disabilities".

We welcome children who may have a specific medical condition, developmental delay, or special educational needs. On a day-to-day basis key workers monitor and assess the needs and progress of all children in our care. We aim to adapt activities and equipment to suit the requirements of any children that have specific learning difficulties or disabilities wherever possible.

The SEND code of practice is incorporated into all aspects of the provision, which include:

- Ensuring all employees and volunteers are familiar with the SEND framework and subsequent responsibility and how to access it.
- Ensuring parents of children with SEN and disabilities are aware of the support available to them.
- Involving parents/carers and children where possible children in decision making process.
- Ensure new graduated approach is in place.
- Allocating time for SENCO and manager to plan and investigate changes including working with the local authority and other services in the creation of the local offer.
- Bringing children identified with SEND to the attention of the local authority.
- Regularly reviewing and evaluating the quality and breadth of provision that children with SEN and disabilities can access.

Defining and identifying SEN and disabilities

As defined in the Education Act (GB 1996) the child with special educational needs "has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her".

Special educational provision should match to the child's identified SEN.

These needs generally fall into one or more of the following four broad areas of SEN and disabilities:



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- Communication and interaction.
- Cognition and learning.
- Social and Emotional.
- Mental health and sensory and/or physical.

All children are assessed and monitored against their relevant starting points or their two-year check where appropriate. Where our observations and assessments indicate that a child may have a learning difficulty and despite a differentiated approach being implemented then a suitable special educational provision should be made through a graduated approach (this replaces early years action plus). The new graduated approach becomes a continuous cycle of assess, plan, do and review. This is applied in increasing detail and frequency to ensure the child progresses.

The setting SENCO together with the child's key person will take the lead in co-ordinating further actions where necessary, including finalisation of the action plan and short term targets tailored to meet the individual child's needs.

The plan must describe the activities and strategies the provision intends to adopt to address any issues or concerns.

Planned interventions should be factored into daily routines as much as possible.

The key person will keep the parents informed of individual target plans and draw upon them for additional information of their progress, or not, at home.

Action plans are kept in the child's learning journal in order to show how the child is progressing and what interventions have been or are being applied.

All staff are informed of the action plan in order to help implement interventions.

Following regular observations to help monitor progress, if the SENCO, key person, and parents/carers feel that the child would benefit from further support, the SENCO will then take the lead in obtaining support from other professionals such as: Speech and Language Therapists (SALT) health visitors, educational psychologists, or specialist teachers.

Where possible the local area SENCO will liaise regularly with, the setting SENCO to help address the child's needs and determine if the child requires longer-term support, including and Educational Health Care Assessment and Plan.