

Policy Statement

All children may have special needs at different times and therefore a wide variety of strategies must be used to meet these needs as they arise. This policy ensures that Horsham Montessori settings meet the needs of children identified in the 'Special Educational Needs and Disabilities (SEND) Code of Practice: 0 to 25 Years (2014)' through inclusive practices. It will ensure that pupils with SEND will be identified and supported with a graduated response.

Principles:

- Value each child equally no matter what their aptitude or ability;
- Identify and remove any barriers to inclusion within the environment, teaching and learning strategies, attitudes and organisation;
- Ensure that all children receive their entitlement to a broad, balanced and relevant Early Years Foundation Stage (EYFS) curriculum;
- Ensure early identification of needs so that the ongoing, shared process between school, families and other agencies is established;
- Ensure that provision for children with special needs is central to curriculum planning.
- Recognise and record children's strengths and successes to encourage a positive self-image.
- Increase understanding and support positive attitudes towards children with SEN or Disability.

Practical Application:

- The Special Educational Needs/Inclusion Coordinator (SENCO/INCO)¹ is responsible for the identification and assessment of the specific educational needs and liaison with relevant agencies;
- The assessment of special educational needs will be diagnostic in nature and constructive in practice. The SENCO/INCO shares information with the child's Key Person, the school team and the wider team (parents and third parties) via monitoring and assessment. "Assess, Plan, Do, Review" - and repeat the process.
- Team meetings are used to raise awareness and provide practical examples of suitable curricular materials.

¹ At Horsham Montessori the Setting Manager fulfils the SENCO/INCO role as well as the trained staff appointed.

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- We use a flexible approach, involving a variety of forms of intervention: individual support, short-term individual withdrawal, monitoring, review and evaluation, production of materials in curriculum areas and specific advice to staff.
- Active participation by parents/carers is encouraged by welcoming parents/carers into the nursery communicating with them on a regular basis and taking account of their views.
- Positive achievements of children are recognised and celebrated.

List of Relevant Legislation

- Children and Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- Special Educational Needs and Disability Act 2001
- Education Act 1996
- Disability Discrimination Act 1995
- Children Act 1989
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Personal Budgets) Regulations 2014
- Early Years Foundation Stage (Welfare Requirements) Regulations 2007

Review Date: 01/04/2019

Signature:



Version Control Record: Special Educational Needs & Disability Policy

Version Number	Changes Made	Date	Person Responsible
SENP1	Reviewed and updated	06/01/2014	Thea Bredie
SENP2	Reviewed and updated	01/09/2014	Thea Bredie
SENDP3	Reviewed and updated	24/01/2015	Thea Bredie
SENDP4	Reviewed and updated	27/11/2015	Thea Bredie
SEN&DP5	Reviewed	04/01/2016	Thea Bredie
SEN&DP6	Reviewed & updated	27/03/2018	Jason Chen