Guidelines for developing a Special Educational Needs and Disability (SEND) Policy.

Settings are required to update their SEND policies in line with the new SEND Code of Practice (2015). However it is important that the policy is personal to each setting in order to highlight areas of particular expertise, common knowledge and strengths. It should also reflect any restrictions that the setting may operate within, recognising that every setting is different.

Relevant legislation.

References within setting SEND policies could also include:
- Definitions from the SEND Code of Practice, p15 and 16 (SEND CoP 2015)
- References to the Equality Act (2010) re: defining disabilities and the anticipatory duty
- The Children and Families Act (2014 Part 3)
- Statutory Framework for the EYFS (2017 p31 point 3.67)

Setting ethos with regard to inclusion and meeting the needs of children with SEND.
The setting SEND policy should show how:
- It is linked to relevant setting policies e.g. Admissions, Transitions.
- The needs of children with SEND are met through the setting’s ability to make reasonable adjustments
- The setting works towards the early identification of a child with a learning difficulty or disability (Statutory Framework for the EYFS 2017 pg 9,13; SEND CoP 2015 pg81)
- The setting has a commitment to working with parents and relevant professionals
- The setting recognises that children with disabilities may not have a special educational need

The policy should follow the format of the setting’s other policies and could include:

Aims:
- Outlining the setting’s approach to assessing SEND which may include:
  - Basic information on entry
  - One page profiles
  - Progress tracking
  - Progress checks at age two years
  - The voice of the child and parents
Methods:

- Outlining the ways the setting approaches meeting the needs of a child with SEND including:
  - The strategies used
  - How the setting identifies training needs
  - The processes that the setting undertakes to ensure that the needs of all children with SEND are met
  - How the setting demonstrates their awareness of The Local Offer and Northamptonshire Descriptors
  - How the setting works with other professionals to support children with SEND

Roles and Responsibilities of Setting Special Educational Needs Co-ordinator (SENCo):

- This should contain up to date information including:
  - The name of the SENCo – there may be more than one. (SEND CoP 2015 pg 88-89)
  - The role of the SENCo within the setting
  - The responsibilities undertaken, whilst emphasising the co-ordinating role of the SENCo across the setting. This should also reflect the importance of the child’s Key Person in remaining responsible for working with the child on a daily basis in order to deliver an individualised programme

Graduated Approach (SEND CoP 2015 pg 84-87) ASSESS- PLAN- DO- REVIEW

- This should outline the setting’s processes in:
  - Identifying needs
  - Assessing in relationship with the four broad areas of need (NCC Early Years Descriptors and SEND CoP 2015 pg 85)
  - Planning how the setting will meet the identified needs of the child
  - Implementing the identified arrangements
  - Reviewing progress and revising targets to ensure that the child’s needs continue to be met
  - Gaining the views of the child and parents

The policy should state that “where despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting will consider requesting an Education, Health and Care needs assessment” (SEND CoP 2015 pg 88 and Local Offer, NCC Early Years Descriptors).

Date policy adopted and signed

- The policy should clearly state the date that it was adopted and should be signed by the Registered Provider, Committee or Manager on behalf of the setting.

Date for review

- The policy should be reviewed regularly and include a date by which the review will take place.

References

- The setting could refer to relevant documents for example:
  - NDNA model policy if member
  - PLA model policy if member
  - Early Years: guide to the 0-25 SEND Code of Practice
  - Advice for early years providers that are funded by the Local Authority (DfE September 2014)