



## POLICIES AND PROCEDURES

### Supporting children with Special Educational Needs and/or Disabilities

Bengier Bears is committed to providing an environment in which all children, including those with special educational needs (SEN) and/or disabilities, are supported to reach their full potential. In line with the Special Educational Needs and Disability Code of Practice (DfE and DoH 2014), Bengier Bears:

- Has in place a clear approach for identifying, responding to, and meeting children's SEN<sup>1</sup>.
- We support and involve parents/carers, and where possible, children. We actively listen to, and act in accordance with their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure effective and appropriate interventions are put in place as early as possible, to help children with SEN to achieve the best possible outcomes.<sup>2</sup>
- We ensure that our inclusive admissions practice promotes equality of access and opportunity.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

#### Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is:  
**Vanessa Cooper**
- The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN and/or disabilities.
- We ensure that supporting children with SEN and/or disabilities is the responsibility of all members of the setting.
- We aim to provide a broad, balanced and differentiated curriculum which caters for all children and their individual needs.
- We regularly assess and record all children's progress against the EYFS and other guidelines to ensure early identification of possible SEN.

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<sup>1</sup> This includes disabled children with special educational needs.

<sup>2</sup> Wiltshire Local Authority, in conjunction with providers, service users and their families, is at the time of writing in the process of establishing a 'Local Offer' which details local provision for children with SEN and/or disabilities, and how to access it. Please see [www.wiltshirelocaloffer.org.uk](http://www.wiltshirelocaloffer.org.uk) for more information.

- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that our approach to a child’s SEN is working well.
- We work in close partnership with parents/carers at all stages of the assessment, planning, provision and review of their children’s special education and involve them positively in all decision making processes.
- We treat each child as unique and work closely with them to provide support which caters for their individual needs, interests and wishes. Where appropriate we involve them in decisions being made about them and take into account their views.
- We provide parents with information on local sources of support and advice (e.g. Local Offer and Information, Advice and Support Service).
- We liaise and work with other external agencies to help improve outcomes for children with SEN and/or disabilities.
- We work closely with professionals in other settings and schools to facilitate smooth transfers of information and support for children with SEN and/or disabilities.
- We have systems in place for referring children for further assessment (e.g. Common Assessment Framework/ Early Help Assessment and Education, Health and Care (EHC) assessment.)
- We provide resources (human and financial) wherever possible to support children with SEN and/or disabilities at the setting.
- We ensure that all our staff are aware of this policy and trained in the procedures for identifying, assessing and making provision for children with SEN and/or disabilities. We provide in-service training for staff and volunteers to develop awareness and relevant skills as required to support children’s needs.
- We invite feedback from families and other agencies we work with, have a complaints policy, use action plan reviews and any other information (e.g. inspection reports) to continually evaluate and improve our provision for special educational needs and/or disabilities. We regularly discuss and review our provision during staff and management meetings, and review our policy annually.

This policy was approved at a staff meeting held on

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This policy was adopted at a meeting of the Pre School Management Committee held on

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Date to be reviewed

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Signed on behalf of the management committee

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Name of signatory

Amy Davis

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Role of signatory

Chair

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