

SPECIAL EDUCATIONAL NEEDS INFORMATION:

AIM - To ensure that any child with Special Educational Needs and/or Disabilities is appropriately supported to enable them to have equal opportunities as with all other children in the setting.

There are three main ways which start our SEN process –

- 1 - Parental Concerns - parents might raise concerns during early visits prior to starting, during transition meetings with the child's key person, the All About Me form or upon entry to the setting. Another professional may have originally highlighted these concerns eg. health visitor, GP, paediatrician.
- 2 - Two Year / Three Year Check - the check is written in conjunction with the key person and parents and it might highlight areas of concerns.
- 3 - Setting Concerns - if staff have any developmental concerns about a child they will raise these with the parents.

Should a concern be raised then there are stages of action known as the 'Graduated Approach'. Follow the New Graduated Response document.

There are four stages of action –

- 1 – Assess – Building evidence through Observations (Tapestry), Speech and Language Audit, Anne Locke.
- 2 – Plan – Send Support Plan (SSP) outlining desired outcomes for the child.
- 3 – Do – put the plan into practice on the planning, inform staff team and encourage parents to implement at home as well if appropriate.
- 4 – Review - 6-8 weeks or sooner if outcomes are met, always agreed with parents.

