



SSFU Special Educational Needs and Disability Policy

At Stepping Stones we welcome and value all children, parents and carers regardless of race, religion, gender or ability. We believe that all children are entitled to an equal education in a caring, stimulating environment that is accessible to all and that enables each individual to reach their full potential. We recognise the key role played by parents and carers in their children's education and aim to work in partnership with them. We respect the individual differences of the children in our setting and encourage the children to respect others, regardless of who they are and whatever their differences. We also believe it is important where possible to seek the views of children and take note of their feelings and choices.

Ongoing observations are made of each child's progress towards the Early Learning Goals by staff in the setting and these observations play an important part in our curriculum planning. If we become concerned, as part of this process, that a child is making less than expected progress and may have special educational needs, we will gather observations and evidence and then share our concerns with parents. If necessary, with the parents' permission, we will start to implement SEN support as outlined in the Code of Practice for Special Educational Needs and Disability 2014 and add their child's name to the SEND register.

Similarly, should children be working consistently above their aged expected outcomes in a given area, we will consider them as Gifted and Talented and provide learning opportunities with an appropriate level of challenge.

SEN Support and Education and Health Care Plans

SEN Support is a graduated approach to identifying and meeting children's needs and involves deciding on the area(s) where support is needed, agreeing on next steps, planning provision and drawing on the help of outside professionals as necessary. Parents and carers are very much involved in this process from the outset and are part of subsequent discussions about their child's progress and reviews of the provision needed to achieve the agreed outcomes. In consultation with our SENCO, the child's key person will be responsible for drawing up a pupil profile and a document which outlines the child's next steps and how these are to be achieved. Depending on the nature of the child's needs, it may also be appropriate to draw up a Risk Assessment and Health Care Plan.

Most special educational needs will be met under SEN Support, but where a child has a complicated and long term need and the special educational provision required to meet the child's needs cannot reasonably be provided from the resources normally available in Stepping Stones, an Education and Health Care (EHC) plan may be appropriate. The Local Authority is asked to make an EHC needs assessment and a decision is made as to whether an EHC plan is required. If it is agreed to make an EHC plan for the child, this should be delivered and agreed by the Local Authority within a maximum of 20 weeks from the date of the assessment.

The level of the SEN requirements or behavioural needs of a child will form part of the interview process and assessment when parents are applying for the fee-paying part of The King's School. We reserve the right not to offer a place where we determine the needs of the child cannot be met by the school's resources. Please see the school's admission policy for further details.

Special Educational Needs Co-ordinator:

Any concerns held by staff will be shared with parents, and all SEN support will be agreed in consultation with them and will be reviewed regularly. This will be overseen by our **Special Educational Needs Coordinator (SENCo), Ruth Pearson**, who will ensure that appropriate liaison takes place between the key person, The King's School Primary SENCo and other relevant outside agencies and professionals, such as speech therapists and paediatricians. We will also provide a written record of progress when a child moves on to another primary school or childcare setting.

If you have any concerns about your child or would like to discuss any specific needs you or your child may have, please speak to your child's key person in the first instance.

Complaints.

Please address any complaints in the first instance to **Adrienne Blakey (Manager)**. If your concerns are not resolved by the manager, please contact **Steve Beegoo**, TKS Principal on 01993 778463.

Policy Reviewed January 2019

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