

Special Educational Needs Policy

Statement of intent

YMCA Brunel Group provides an environment in which all children are supported to develop to their full potential alongside each other. This provides a positive experience for the child and their family and gives us the chance to create exciting opportunities and to help overcome difficulties together.

Each YMCA Brunel Group setting has a Special Needs Co-ordinator (SENCO) – who works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the Special Needs Policy and Procedure, always making sure that plans and records are shared with parents. Our co-ordinator attends regular training and cluster meetings.

Our managers and senior managers support all of our setting SENCOS across our group.

Aims

- We have regard for the government Special Educational Needs/Disability Code of Practice January 2015.
- We welcome and include all children in our provision.
- We expect all our practitioners to help support parents and children with special educational needs (SEN)/disabilities.
- We identify the specific needs of children with SEN/disabilities and English as an additional language (EAL) and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs. Written permission is required from parents before their child is discussed with other agencies. We strongly recommend that parents take up the offer of additional support as this gives the child and the family the opportunity to make the most of all that is available.
- As part of our work, we are required to refer children to social care if permission for additional outside help is unreasonably withheld or delayed.
- We monitor and review our practice and provision and make all reasonable adjustments.

Methods

- We designate a member of staff to be special educational needs co-ordinator (SENCO) who gives his/her name to parents. Each setting has a named person, and the manager will inform parents who this person is.
- We provide a statement showing how we provide for children with SEN/disabilities.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all staff members in the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We will offer hours/sessions that meets the level of needs of each individual child to safeguard their welfare requirements and all other children/adults in the setting.
- We ensure that our physical environment is suitable for children with disabilities.
- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.

- We provide parents with information on sources of independent advice and support, such as Wiltshire Local Offer <https://www.wiltshire.gov.uk/local-offer>
- We liaise with other professionals such as EYIO (early years inclusion officer), health visitors, SEND lead workers, SALT (Speech and Language Therapist), our local District specialist centres & Portage.
- We also arrange transition meetings for children transferring to school or to a new setting and TAC meetings (team around the child meetings) so that all professionals involved with the child are able to review the child's progress and develop plans for the child to continue to make further progress.
- We record all conversations with other professionals and clarify points discussed with them by email or letter. Parents have access to this material in line with the Information Sharing Protocol.
- We use the Wiltshire Graduated Response System (WGRSS) for identifying, assessing and responding to children's special educational needs.
- We provide a broad and balanced curriculum for all children including those with SEN/disabilities.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual children's needs using SEN support plans, one-page profiles, my support plans, communication trackers and the WGRSS (Wiltshire graduated response to SEND support.)
- We refer children for a Health Education Liaison Meeting (HELM) prior to any decision being made about further support being required such as an Education Health Care Plan (EHCP)
- We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, considering their levels of ability.
- When assessing the communication, language and literacy skills of children whose home language is not English practitioners will explore the skills in the home language with parents and/or carers, to establish if there is cause for concern about language delay
- We provide resources (adult, training and support materials) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We apply for Inclusion Support Funding, as this ensures that the children have the best resourcing and opportunity that we can provide.
- We may use on-line meetings to hold meetings with parents and outside agencies about the child.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. SEN support plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints.
- We formally monitor and review our policy and procedure annually and make any additional changes as the law or local authority policy requires.
- We provide a complaints procedure for all parents.

All other policies relating to YMCA Brunel Group are available for you to read at the childcare setting or on our web site.

Signed on behalf of YMCA Brunel Group
(original signed copy held at registered office)

Mike Fairbeard

Role of Signatory

Chief Executive

Date of Review of Policy

January 2027

Approved by trustees

31st January 2026

