**POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

**POLICY STATEMENT**

Rainbow’s End Montessori School is committed to and strives for full inclusion, and has regard for the Special Educational Needs and Disability Code of Practice(2014).

In line with our Equal Opportunities Policy and in keeping with the ethos of the setting we value every child equally and seek to enable every child to progress and to achieve their full potential.

Any child with additional needs or disabilities will be considered for admission in line with our Admissions Policy and Equal Opportunities Policy, provided we have, or can access, the facilities to meet that child’s needs.

We seek to work in close partnership with parents, carers and other agencies & professionals in order to ensure that children with additional needs or disabilities and their families receive every possible support.

**Special Educational Needs & Disabilities Coordinator (SENDCO)**

We appoint an experienced member of staff to the role of Special Educational Needs & Disabilities Coordinator or SENDCO. The SENDCO attends training provided by the Local Authority to equip them to undertake this role. The role of the SENDCO involves:

* ensuring all practitioners in the setting understand their responsibilities to children with additional needs or disabilities and the setting’s approach to identifying and meeting additional needs
* advising and supporting colleagues
* ensuring parents are closely involved throughout and that their insights inform action taken by the setting
* liaising with professionals or agencies beyond the setting

**Identification & Assessment**

Rainbow’s End Montessori School closely monitors the learning & development of all children through a system of observation, individual planning and regular assessment. Information from parents, carers, other settings or providers and other agencies or professionals involved with the child are sought as part of our assessment & monitoring process. (See Procedure for Observation, Assessment & Planning for more detail about our Observation, Assessment & Planning process.) Rainbow’s End Montessori School recognises the importance of early identification in achieving the best outcomes for children who have special educational needs or disabilities or who may need support in a particular area of their learning or development.

**Supporting Children & Families**

Rainbow’s End Montessori School has high expectations for all children, including those identified as having special educational needs or disabilities, to enjoy their time at the setting, to make progress and to achieve their full potential.

Where a child is identified as having a special educational need or disability support is put in place following the graduated response set out in the Special Educational Needs and Disability Code of Practice(2014).

The SENDCO works alongside the child’s parents, key person, and any other agencies or professionals involved with the child to put in place an Individual Plan (IP). The SENDCO ensures that all staff are fully informed and supported to meet the child’s needs.

**Staff Training**

The SENDCO receives training to equip them to advise & support parents on matters regarding Special Educational Needs & Disabilities. The SENDCO is a source of advice & support for other staff members on matters regarding Special Educational Needs & Disabilities and leads the staff team in best practice regarding Special Educational Needs & Disabilities. All staff are encouraged & supported to access a variety of training courses, including in-house training, to broaden their knowledge, understanding & expertise regarding Special Educational Needs & Disabilities.

Special Educational Needs & Disabilities Coordinator (SENDCO): Tina Hemming-Stevens

Deputy SENDCO: Carmen Guy