Early years Special Educational Needs and Disabilities (SE

Clearly state what equality of oppor



State the setting ethos and values around SEN/D

What are your long term aims for the children?

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How will children with SEND be fully included in activities and setting will focus on positive outcomes for the child

External support may be required, with parents' permission.

Additional training will be accessed by staff to raise awareness and knowledge of SEND.

Include the definition of SEN/D in the Code of Practice

"A child has SEN/D if they have a learning difficulty or disability which calls for special education all a provision to be made to

"For children aged two or more, special educational provision is educational provision that is additional toom different from that made 250 to other c

Involvement of Social Care
Gypsy Roma Traveller
Premature births
Children of lone parents (include service families, parents who work away for long periods e.g. oil rigs, parent in prison)

Low self esteem
Poor involvement in activities
Lack of confidence
Cultural differences
Poor peer to peer relativenships



Promoting positive behaviour

State the general behaviour/coping strategies you use within your setting. Behaviour/coping tools are to identify the underlying reasons for the behaviour and to support the child in overcoming them.

Parents will be consulted with if an individualised plan is required for their child.

Medical needs

Refer to your requirements under the EYFS framework

For children with complex health needs the Local Authority recommends a health care plan and a risk assessment are put in place, in liaison with child's health professionals.

Inclusion funding to support children with SEN/D

Refer to the local inclusion fund within Worcestershire and how it is used to support children with additional needs within your setting.

Consent to access inclusion funding is included within the NEF parental consent form. Inclusion funding will be used to support the inclusion of named children with SEN/D and to support the specific interventions put in place.

Explain other routes of funding for out of school / Holiday provision and 0-3 non-NET children.

Transition into reception or new settings

Explain the importance on information exchange to aid smooth transition.

Plan for transition at the earliest stage, especially for those children with complex needs.

Complaints

How will your setting handle any complaints related to SEV D provision?

