

LITTLE SPONGES MONTESSORI

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

LITTLE SPONGES MONTESSORI is committed to excellent inclusive provision for children with special educational needs and disabilities (SEND). We will have regard to the SEND Code of Practice. We will ensure we have an up-to-date copy of the Code of Practice and will make this document available to parents, if required. Other helpful documentation for parents includes 'Special Educational Needs and Disability: A guide for parents and carers (August 2014)'.

We will work closely with parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills and provide opportunities to develop in the prime and specific areas of learning:

PRIME AREAS: <ul style="list-style-type: none">▪ Communication and Language▪ Physical Development▪ Personal, Social and Emotional Development	SPECIFIC AREAS: <ul style="list-style-type: none">▪ Literacy▪ Mathematics▪ Understanding the World▪ Expressive Arts and Design
--	--

We will observe and monitor individual children's progress throughout the Montessori curriculum and the EYFS. If it appears a child is not making progress either generally or in a specific aspect of learning, we will present the child with different opportunities or encourage alternative ways of learning.

We will discuss our observations and any proposed plans with the parents in a way that encourages them to contribute their knowledge and understanding of their child. We will encourage parents to raise any concerns they may have about their child's needs and the provision that is being made for them.

We will, with parents' permission, use Personalised Learning Plans (PLPs). These will record information about the short-term targets for the child, the teaching strategies and the provision to be put in place, when the plan will be reviewed, and the outcome of the action taken. We will regularly review the PLPs and seek the parents' view on the child's progress.

If a child with SEND is not making adequate progress, we may need to involve other agencies such as the Area SENCo. We will work in partnership with parents and the other agencies involved in supporting the child, to consider whether a referral to Early Help may be appropriate. We will support applications to the Local Authority for assessment of the child and follow the relevant procedures.

We will seek advice and support from the Area SEND Co-ordinator. We will continue to develop knowledge of SEND by attending training and by reading literature, including that which has been provided by the Inclusion Team Co-ordinators.

The named person for Special Educational Needs and Disabilities at Little Sponges Montessori is Mrs. Simone Ellis, Deputy Manager.

Useful terms

Education, health and care needs assessment – the assessment made before a decision is taken on whether to issue an EHC plan or not.

EHC plan – the education, health and care plan replaces the statement of SEN and outlines the involvement of support services in order to reach specified outcomes.

SEN support – is the additional support provided when the child continues to make inadequate progress despite high-quality teaching and is identified as having additional needs.

The Local Offer – sets out in one place information about the provision the Local Authority expects to be available for children and young people in their area who have SEN, including those who do not have EHC plans.