

# Quality Improvement Framework

## Section 4 – Inclusive Practice

Subsection: **SEND Policy**

Guidance Notes	Reflective Questions	Resources	Your Evidence
<p>Reforms introduced by the Children and Families Act 2014 resulted in the introduction of the 0-25 SEND Code of Practice. This document has set clear expectations on early years settings to give children a good start by adopting a graduated approach to support and focus on outcomes.</p> <p>The Special Educational Needs and Disability Code of Practice (2015) say 'A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for him or her.'</p> <p>The fundamental principles underlying the code are: -</p> <ul style="list-style-type: none"> <li>• The views of children, young people and their families must be considered.</li> <li>• Children, young people and their parents participate in decision making.</li> <li>• Collaboration with other professionals.</li> <li>• Identify the needs of children and young people.</li> <li>• Focus on inclusive practice and remove barriers to learning.</li> <li>• Help children and young people prepare for adulthood.</li> </ul> <p><b>The Local Offer</b></p> <p>The Local Offer requires the Local Authority to publish details of all services available to support children who are</p>	<ul style="list-style-type: none"> <li>• Does your SEND policy and procedures reflect the requirements set out in the 0-25 SEND Code of Practice for early years providers?</li> <li>• Do you link your SEND policy to other relevant policies, e.g. admissions, transitions?</li> <li>• Does your policy explain the processes the setting undertakes to ensure that the needs of all children with SEN are identified and reviewed through a graduated approach?</li> <li>• Do you capture the voice of the child within the policy?</li> <li>• Does the policy clarify your commitment to working in partnership with other agencies and parents?</li> <li>• Does your policy have information on the Local Offer?</li> <li>• Does the policy reflect inclusive principles and requirements of the Equality Act?</li> </ul>	<p><b>Q Cards</b></p> <p><a href="#">The role of the SENCO</a>  <a href="#">EAL 1- New child</a>  <a href="#">EAL 2- Practitioner</a></p> <p>Multi-agency working 1 and 2          Working together  <a href="#">Communicating with parents</a>          Sharing information with parents and carers</p> <p><b>Training</b></p> <p>See the early years support team training programme for more information.</p> <p><b>Useful Links</b></p> <p>SEND Code of Practice  <a href="http://www.gov.uk/government/publications/send-code-of-practice-0-to-25">www.gov.uk/government/publications/send-code-of-practice-0-to-25</a></p> <p>SEND Guide for Early Years  <a href="http://www.gov.uk/government/publications/send-guide-for-early-years-settings">www.gov.uk/government/publications/send-guide-for-early-years-settings</a>  <a href="http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted">www.legislation.gov.uk/ukpga/2014/6/contents/enacted</a></p> <p>Equality Act 2010  <a href="http://www.gov.uk/guidance/equality-act-2010-guidance">www.gov.uk/guidance/equality-act-2010-guidance</a></p> <p>Foundation years  <a href="http://www.foundationyears.org.uk/files/2015/07/Contents-and-outline.pdf">www.foundationyears.org.uk/files/2015/07/Contents-and-outline.pdf</a></p>	<p>Guidance note: Remember to date your evidence to allow you to revisit and review relevance.</p>

disabled or who have SEN and their families.

Early years providers are expected to co-operate with the LA by providing details of their settings ability to provide special educational provision.

PACEY

[www.pacey.org.uk/working-in-childcare/spotlight-on/caring-for-children-with-special-educational-needs/#SENDCodeofPracticeme](http://www.pacey.org.uk/working-in-childcare/spotlight-on/caring-for-children-with-special-educational-needs/#SENDCodeofPracticeme)

Resources and templates

[families.leicester.gov.uk/send-local-offer](http://families.leicester.gov.uk/send-local-offer)