



Maeda Gakuen

Special Educational Needs and Disabilities Inclusion Policy

At Maeda Gakuen Finchley and Acton Yochien we have regard for the Special Educational Needs and Disability Code of Practice 2014 and the Equality Act (2010).

All children are welcomed into our community, regardless of need or disability. When we know that a child may have a special educational need or disability (SEND) before they start with us, we will endeavour to set up a good transition for them into our setting involving child, parents/carers and any outside professionals known to the child. This may involve the child visiting our setting on a number of occasions and/or a home visit by one of our members of staff. We have a named SENCO (Special Educational Needs Co-ordinators) and their name are: Nikita Phadnavis, Junko Tanabe, Satomi Inooka. They are there to support all members of staff in the early identification of special needs. They are also responsible for the day-to-day provision for children with SEND. The individual needs of all our children are taken into consideration when planning the curriculum so as to ensure it is accessible to the needs of all our children. Together with your child's key person, our SENCO maintains and oversees all records for children with SEND in our setting. Following discussion and consultation with parents/carers the SENCO may liaise with other staff and outside agencies as appropriate (such as health, education and social services) regarding the Special Educational Needs and Disabilities of a child. We are committed to effective collaboration between all agencies working with a child together with a multi-disciplinary approach to meeting children's special educational needs. We also provide in-house training to all our staff to enable them to recognise any concerns and/or developmental delays and to support children with their developmental journey.

The detailed systems and procedures on the 'Graduated Approach to Identifying and Planning for needs in the Early Years' protocol (see attached) ensure that where there is an identified need, we will work in true partnership with the child, their family and other professionals to achieve the best possible outcomes.

Date: August 2017

A Graduated Approach to Identifying and Planning for needs in the Early Years

