

19. Special Educational Needs and Disability Policy



Statement of intent

It is our intention to provide an environment where all children, including those with Special Educational Needs and Disabilities (SEND), are supported in reaching their full potential .

Our aim

- To include all children in our provision and to provide appropriate learning opportunities for all children.
- To identify the specific needs of children with SEN / disabilities and meet those needs through a range of strategies.
- To work in partnership with parents and other agencies involved with the child to meet the needs of the child.

Method

In order to achieve this aim we

- have regard for the Special Educational Needs Code of Practice 2014.
- have regard for the Statutory Framework for the Early Years Foundation Stage 2014.
- have regard for the Equality Act 2010.
- use the Graduated Approach, ie. Assess, Plan, Do and Review to identify and support specific needs. (See attachment for details)
- have a designated Special Educational Needs Coordinator (SENCO) within the pre-school who is made known to all users. Our SENCO is **Jane Qualter**. The SENCO:-
 - *attends regular SEN cluster meetings and cascades information to the team;*
 - *ensures that advice and support is offered to all staff in the pre-school and that they are aware of their responsibility to the provision for children with SEND;*
 - *liaises with parents / carers and other professionals and agencies;*
 - *ensures that background information is collected, recorded and up-dated;*
 - *ensures that appropriate plans are in place and are regularly reviewed;*
 - *takes the lead in further assessment of a child's strengths and weaknesses to guide future planning to meet the child's needs;*
 - *takes the lead in monitoring and reviewing any action taken to support the child;*
 - *ensures that appropriate records are kept for children receiving SEND support or who have an 'Education, Health and Care Plan'; and*
 - *receives advice and guidance from the Local Authority Early Years Team.*
- ensure that our inclusive admissions practice provides equality of access and opportunity.
- ensure that the physical environment is as far as possible suitable for children with SEN / disabilities and make all reasonable adjustments to accommodate individual needs.
- work closely with parents to create and maintain a positive partnership. Parents, key person and the SENCO work together to assess, plan and monitor for the child's individual needs.
- ensure that parents are informed at all stages of the Graduated Approach.
- provide parents with information on sources of independent advice and support.
- liaise and share information with other professionals and agencies involved with children with SEN / disabilities after making joint decisions with parents to do so.
- ensure that children with SEN / disabilities are appropriately involved at all stages of the Graduated Approach, taking in to account their levels of ability.
- provide a broad, balanced and differentiated curriculum to meet individual needs and abilities.
- source and provide specialist equipment where needed.
- provide resources (human and financial), where possible, to implement the Special Educational Needs Policy.
- liaise with other settings and receiving schools to support transitions for children with SEND.
- work with other professionals to receive necessary training to ensure a child's needs are met.

- provide in-service training for practitioners and volunteers.
- ensure the privacy of children with SEN / disabilities when intimate care is being provided.
- store all records and information relating to a child securely.
- provide a complaints procedure.
- monitor and review the policy annually.