



## 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 2015.
- have regard for the Statutory Framework for the Early Years Foundation Stage 2025.
- 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 Walls** and deputy SENCO **Louise Heath-Drury**. The SENCO and deputy:-
  - *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.

