

Supporting Children with Special Educational Needs and/or Disabilities

Policy statement

Crudwell Pre-School provides an environment in which all children with special educational needs (SEND) are supported to reach their full potential.

- We have regard for the 0-25 SEND Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational and/or disability needs.
- We support parents and children with special educational and/or disability needs.
- We identify the specific needs of children with special educational and/or disability needs and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is:

Katie Haines

- The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs and Disability Policy and for co-ordinating provision for children with SEND.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the pre-school.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We review the 'Wiltshire Local Offer' regularly.
- We work closely with the parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.

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- We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of support using the statutory 'my plan' or the non statutory 'My support plan'.
- We ensure that children with special educational needs and/or disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children during the Early Years Action stages of the graduated response (stage 2 on Continuum of Needs).
- We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF) or Education, Health and Care (EHC) plans. We now follow "My Plan/My support plan".
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs and disability Policy and the procedures for identifying, assessing and making provision for children with SEND. We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the pre-school has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs and/or disability provision by collecting information from a range of sources e.g. My plans or my support plan, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

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This policy was adopted at a meeting of	Crudwell Pre-School	<i>(name of provider)</i>
Latest review	10/02/2019	<i>(date)</i>
Date to be reviewed	10/02/2020	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	

Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (2015)
- SEND Code of Practice for the Early Years (2014)