

6.3 Supporting children with Special Educational Needs and Disability (SEND)

Policy statement

We provide an environment in which all children, including those with special educational needs and disabilities, are supported to reach their full potential.

- We have regard for the Department for Education (DfE) Special Educational Needs and Disability Code of Practice (2014)
- We aim to ensure our provision is inclusive to all children with special educational needs and disability.
- We support parents and children with special educational needs and disability. (SEND)
- We identify the specific needs of children with special educational needs and disabilities 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 and Disabilities Co-ordinator (SENCO) and this information is displayed on the noticeboard in the foyer and in the parents' handbook.
Our SENCO is _____ Deputy SENCO _____
Mrs Julie Wheeler Mrs Amanda Rees
- We ensure that the provision for children with special educational needs and disability is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with parents of children with special educational needs and disabilities 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.
- Parents' permission is sought to enable us to liaise with other professionals involved with children with special educational needs and disabilities and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs and disabilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (ISP/SSPs) for children with special educational needs and disabilities.
- We have systems in place for supporting children during the Early Years. Universal, Setting Support, Specialist Support and Statutory EHCP.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs and disabilities. Records are destroyed or passed to the new setting when children leave.
- We provide resources (human and financial) to implement our Special Educational Needs and Disabilities Policy. Where and when necessary we will apply for extra funding from SCC in an inclusion grant or discretionary funding for your child.

- We provide in-service training for parents, practitioners and volunteers where possible and necessary.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton, Maklan trained staff.
- We ensure the effectiveness of our special educational needs and disabilities provision by collecting information from a range of sources e.g. Individual Support Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed as necessary.
- We provide a complaints procedure.
- We monitor and review our policy as necessary
- We are required by Local Authorities to publish and keep under review our 'Local Offer' of special educational support. Please contact Mrs Wheeler if you would like to see a copy or it is available on our website. It will be available on the Family Information website.

Further guidance

- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage and the Disability Discrimination Act (DCSF 2010)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- The Common Assessment Framework for Children and Young People: A Guide for Managers (CWDC 2010)
- Special Educational Needs and Disabilities Code of Practice (DfES 2014)
- Children and Families Act 2014
- www.surreylocaloffer.org.uk

This policy was adopted at a meeting of

St Matthew's Pre-School

Held on

_____ (date)

Date to be reviewed

_____ (date)

Signed on behalf of the management committee

Name of signatory

Role of signatory (e.g. chair)
