



Special Educational Needs and Disabilities Policy

Statement of intent

Our pre-school provides an environment in which all children are supported to reach their full potential. Our admissions policy states that we welcome all individuals regardless of their gender, background, religious belief, ethnicity, special education needs or disabilities. We have a local offer in place which helps parents choose the right setting for them. We will openly discuss our facilities and staffing to all prospective parents and where possible meet their family needs.

Legislation:

The Special Educational Needs and Disabilities Regulations 2014

The Children and Families Act 2014

The Childcare Act 2006

Aims

- We aim to provide a broad and balanced curriculum for every child, taking into account the child's interests.
- All children are valued equally and are provided with suitable opportunities to develop their maximum potential and they are encouraged, whenever possible, to participate in all of the activities to the best of their individual ability.
- Children are identified and assessed in accordance with the DfES 'Code of Practice' for Special Educational Needs (SEN).
- We try to ensure that our physical environment (where possible) is suitable for children with disabilities.
- We regularly monitor and review our practice and provision and if necessary make adjustments.

Identification

A child is identified as having a special education need if he or she:

- Has significantly greater difficulty in learning than the majority of the children of the same age.
- Has a disability either which prevents or hinders the child from making use of the educational facilities provided for children of the same age.
- Falls within either of the above criteria or would do so if special educational provision was not made for them.

Methods

- Whiteley Pre-school appointed Special Educational Needs Co-coordinator (SENDCo) is **Jemma Baker**

- The SEN Co-ordinator is responsible for monitoring the needs and progress of children who have been identified with SEN through observation and record keeping.
- The SENDCo with the keyworker and parents write Individual Education Plans (IEP's) when needed.
- The SENDCo liaises with the key person, parents of the child and the relevant external agencies. Parents are informed, and their views are taken into account at all stages of assessment planning, provision and reviewing of their child's education.
- We ensure that our SENCo attends the SEN cluster meetings
- There is a shared responsibility for identifying and assessing individual childrens needs, planning and putting into practice schemes of work that meet the full range of the children's abilities.
- Parents are provided with information on sources of independent advice and support.
- The pre-school will liaise with other professionals involved with children and their families, including transfer arrangements to other settings and schools.
- The pre-school will ensure the privacy of children with SEN when intimate care is being provided.
- In-service training will be provided for all staff members and volunteers to ensure that current practice is in place.
- Our pre-school will promote specialist provision eg. Makaton trained staff
- To ensure the effectiveness of our SEN provision we will annually collate information from a range of sources eg. IEP reviews, staff and management meetings, parental and external agencies views, inspections and complaints.
- The complaints procedure is available to all users of the pre-school.

This policy was reviewed on

Date: 03rd July 2019

Signed:..... Chair Person