

Special Educational Needs and Disability (SEND) Policy

Policy Statement

We provide an environment in which all children are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2014) We ensure our provision is inclusive to all children with special educational needs and disabilities (SEND)
- We support parents and children with special educational needs and disabilities (SEND)
- We provide practitioners to help support parents and children with special educational needs and disabilities.
- We identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies. i.e. we use the 2 year check Teaching Talking as tools for assessment
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and learning 4.2 Active learning 4.3 Creativity and critical thinking

Procedures

- We designate a member of staff to be special educational needs co-ordinator (SENCO) and give his/her name to parents
- Our designated person (a member of staff) who co-ordinates Special Educational Needs/Disability issues is **CHRISTINE FARRIS**

- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We provide a statement showing how we provide for children with SEND
- 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 and disabilities
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEND 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.
- We liaise with other professionals involved with children with SEND and their families, including Early Help Assessments and transfer arrangements to other settings and schools.
- We provide a broad and balanced curriculum for all children with SEND
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing SURREY Support Plans (SSP's) and Education, Health and Care Plans (EHCP) for children with SEND.
- We ensure that children with SEND are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEND.
- We provide resources (additional staff and financial) to implement our SEND policy.
- We ensure the privacy of children with SEND when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. SSP reviews, 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.

Legal framework

- **The Children Act 1989 and 2004**
- **Equal Pay Act 1970**
- **Disabled Persons Act 1986**
- **Disability and the Equality Act 2010**
- **Human Rights Act 1998 and 2000**
- **Education Act 1993**
- **Special Educational Needs Code of Practice 2014 (updated May 2015)**
- **Equality Act 2000**
- **The Early Years Foundation Stage 2025**

Changes to Policy and Procedure

Any changes to this policy and any procedures may come into force following Government Guidance and Legislation changes to law or any new Legislation that the Government sees fit to implement. This includes any changes due to the Coronavirus Act 2020 and any subsequent Acts that will affect the Early Years Sector and our setting now or in future communication and changes.

Acts and legislation includes but is not exhaustive to:

Coronavirus Act 2020

Coronavirus (Covid-19) Guidance for educational settings

Early Years Foundation stage: Coronavirus Disapplication

Actions for Early Years and Childcare provider

This policy was adopted at a meeting of **Little Saints Pre-School**

Held on (date)

Signed on behalf of the CIO Trustees

