

Supporting Children with Special Education Needs & Disability

We provide an environment in which all children with special educational needs and disabilities (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2015).
- We aim to provide an inclusive provision to all children.
- We support parents and children with special educational needs and disabilities.
- We identify the specific needs of children with special educational needs and disabilities at the earliest opportunity 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 reasonable adjustments.
- We have a Local Offer which is on our website – www.littleacorns-preschool.com

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 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 exploration 4.2 Active learning 4.3 Creativity and critical thinking

Procedures

- We designate members of staff to be the Special Educational Needs Co-ordinators (SENCO) and give their names to parents in line with Early Years Foundation Stage (EYFS) requirements. Our SENCOs are: Sam Bowins and Nicky Harding.
- The SENCO works closely with other colleagues in particular, the key person of the child, who have joint 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 and disabilities are the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity and make reasonable adjustments where necessary.
- We use the graduated approach system for identifying, assessing and responding to children's special educational needs and disabilities.
- We work closely with the parents of children with special educational needs and disabilities to create and maintain a positive partnership to ensure parents are closely involved throughout and that insights inform actions taken by the setting.
- 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 special educational needs and disabilities and their families, including in connection with transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum to allow full access to the EYFS framework for all children with special educational needs and disabilities.

- We use a system of planning, implementing, monitoring, evaluating and reviewing action plans for children with special educational needs and disabilities.
- We ensure that children with special educational needs and disabilities are appropriately involved in the graduated approach, taking into account their levels of ability.
- We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress.
- We have systems in place for working with other agencies.
- We use a system for keeping records of the 'assess, plan, do and review' for children with special educational needs and disabilities.
- 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 ensure the effectiveness of our special educational needs and disability provision by collecting information from a range of sources e.g. detailed observations and assessments, action plan reviews, staff meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed as a minimum annually.
- We provide a complaints procedure.
- We monitor and review our policy at least once a year.

Further guidance

- Working Together to Safeguard Children (DfE 2015)
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice 2015: 0 to 25 years (DfE 2015)
- The Equality Act 2010

This policy was adopted at a meeting of The Little Acorns Pre-school

Held on (date):

Signed on behalf of the pre-school _____

Name of Signatory _____

Role of Signatory _____