



Special Educational Needs and disability Policy:

Aims and objectives:

Our Pre-school aims to have regard to the SEND Code of Practice, DFE (2014) on the identification and Assessment of Special Educational Needs and disabilities. We adhere to the Equality Act (2010) giving all children the right to access good quality care and education. Therefore, we are committed to providing a welcome, and appropriate learning opportunities for all children to ensure they are included regardless of family background/culture/race/disability/SEN.

Our Special Educational Needs and disability Co-Ordinator (SENDCO) is Jules Mark.

The role of the SENDCO:

The SENDCO's role is to liaise with parents/carers, pre-school manager, key persons and other professionals, and to provide support and advice within the setting. The SENDCO will also ensure that SEND records and Targeted Plans are kept and regularly updated, and that Targeted Plan's are followed by key persons and other members of staff as appropriate. The SENDCO prepares a report for staff meetings and ensures the SEND policy is reviewed annually.

Admissions:

Children with special needs and disabilities, like all other children are admitted to the pre-school following an induction session with the Pre-school Manager, SENDCO and senior staff. Children are accompanied at induction by their parents/carers this enables us to gather information from parents/carers with regard to specific needs, in order for the SENDCO to fully explore with parents/carers and outside professionals how we can provide most effectively for the child, and to integrate all children to achieve their full potential. Extra follow-up visits will be provided, and relevant staff training will be sought if necessary. The SENDCO has attended obligatory training and attends ongoing training for specific SEND issues.

Identification and assessment of children with SEND:

Our key person system of observation and record keeping using the Small Steps Tracker system which highlights developmental progress enables us to monitor children's needs and progress on an individual basis. All children are regularly observed by staff during different activities. We plan our Early Years Curriculum to ensure activities are adapted to the needs of the individual child. We apply SEND support to ensure early identification of children with SEND. We do this by using the graduated approach system (assess, plan, do and review). Parents/Carers will be involved at all stages of this system. Where necessary an Targeted Plans will be set up with permission and targets discussed with parents/carers (Early Years specialist teaching services Leicestershire). Targeted Plans will be reviewed on a date agreed by the SENDCO and parents/carers. If insufficient progress is made advice will be sought from outside agencies (Early Years specialist teaching services Leicestershire) to help improve outcomes for children with SEND. If it is felt that a child's needs cannot be met in the pre-school without the support of a one-to-one worker, funding maybe sought to employ one. Inclusion funding can be applied for to support children with SEND in a setting.

Resources/facilities:

We have a wide range of developmentally appropriate toys and equipment available. We have the services of an area SENDCO. Wherever possible we will adapt facilities to accommodate the needs of the individual, whilst paying attention to the health and safety issues of being located on a second-floor level.

**SEND training:**

Our SENDCO currently holds a Level 3 SENDCO qualification. She attends LEA training sessions, SENDCO network meetings and reports to the Manager and senior staff. All other staff regularly attend other LEA courses. A detail of all staff training is logged in the training book and is available for inspection. We ensure the provision for children with SEND is the responsibility of all members of the setting.

Partnership with parents/carers:

We work in partnership with parents/carers and encourage parents/carers to share information about their child with us. Parents/carers are welcome to make an appointment to discuss their child's progress at any time. A private room is available, and parents/carers are encouraged to discuss any concerns with staff members they feel most at ease with.

Transition to school:

We have good links with the local primary school and children's records are passed on, we have a Transition Policy which states our procedures for this. Arrangements can be put into place to meet the needs of individual children when they are getting ready to move on to school.

Links with relevant outside agencies:

We have very good links with outside agencies and with parental permission we feel able to refer children to them. We always welcome visits from other professionals involved with children e.g. health visitors, speech, language therapists and the area SENDCO.

Procedure for resolving complaints:

We welcome open discussions between parents/carers, manager, SENDCO and key persons, procedures will be agreed on the moving and handling of a child, and observations of a child's behavior will be shared with parents/carers which will provide a basis for discussion. Parents/carers concerns and complaints will be dealt with by the manager as set out in the pre-school Complaints Procedure policy. The Parent Partnership (County Hall, Glenfield) is available for independent advice.

Monitoring and evaluating the policy:

The SEND policy will be reviewed and discussed annually.

This Policy was adopted at a meeting of the pre-school held on 23rd August 2024.

Signed on behalf of the pre-school: Rebecca Horseman (Manager)

Date to be reviewed: 23rd August 2025.