



Policy statement

Kingsbury Episcopi Preschool provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEN including those with special educational needs due to a physical disability
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly 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 Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is: Kirstie Lloyds
- The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our *Supporting Children with Special Educational Needs Policy* and for co-ordinating provision for children with SEN.
- The role of the SENCO is to ensure that all practitioners in pre-school understand their responsibilities to children with SEN and our approach to identifying and meeting SEN; advise and support colleagues; ensure parents are closely involved; and liaise with other professionals or agencies outside the pre-school
- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEN support to ensure early identification of children with SEN.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes
- We, where appropriate, take account of children's views and wishes in decisions being made about them, relevant to their level understanding.

Safeguarding and welfare: Equal opportunities

- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources (human and financial) to implement our *Supporting Children with Special Educational Needs Policy*.
- Where a child continues to make less than expected progress despite support and interventions that match the child's needs we would aim to involve appropriate specialists in full consultation with the child's parents.
- We would consider requesting an Education, Health and Care needs assessment to meet the special educational needs of the child if the child has not made expected progress.
- We ensure that all our staff are aware of our *Supporting Children with Special Educational Needs Policy* and the procedures for identifying, assessing and making provision for children with SEN. We provide in-service training for parents, practitioners and volunteers as required.
- We raise awareness of our special education provision via our website and directly with parents and families.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan 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.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2018)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

This policy was adopted by Kingsbury Episcopi Preschool.

Signed on behalf of the committee

Name: Role on committee:

Date:.....