



Supporting Children With Special Educational Needs

Policy statement

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

- We follow the Special Educational Needs and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support children with special educational needs and will provide them with a one to one carer if required.
- We support parents who have children with special educational needs.
- We identify the specific needs of children with special educational needs at the earliest opportunity and meet those needs through a range of SEN 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 adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is: Mirka Leventhal and our deputy SENCO is; Rebecca Mann.
- The SENCO works closely with our manager and other colleagues, and has responsibility for co-ordinating provision for children with SEN.
- 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 where applicable.
- All staff members within the setting have a responsibility to provide appropriate activities for children with special educational needs.
- We provide parents with information on sources of independent advice and support.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated approach system for identifying, assessing and responding to children's special educational needs.
- We work closely with the parents of children with special educational needs to create and maintain a positive partnership.

- We use an 'assess, plan, do and review' system for recording information about children with special educational needs. These are then kept within the SEN file and in the individual child's file too.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide a different curriculum for children with special needs as we understand that they will need extra support with their learning.
- We use a system of planning, implementing, monitoring, evaluating and reviewing action plans for children with special educational needs.
- We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.
- We encourage staff who are specially trained to support children with special educational needs, guide staff and children to help too. e.g. makaton sign language, tiny talk, SEN.
- 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.

This policy was adopted by Little Squirts Preschool on 29th July 2019 (review date 1st July 2020)

Signed.....

Name.....

Role.....