

SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Policy Statement

- In line with the **Children and Families Act 2014**, which outlines the government's plans to require local authorities to publish information on services and provision across education, health and social care for children and young people aged 0 – 25 with Special Educational Needs and Disabilities (SEND), Longwick Pre-school has produced a Special Educational Needs and Disabilities Local Offer which follows this policy.
- We provide an environment in which all children, including those with special educational needs and disabilities (SEND) are supported to reach their full potential.
- We have regards for the Special Educational Needs and Disability Code of Practice: 0-25yrs (Jan 2015) the Children and Families Act 2014 and the Equality Act 2010.
- We ensure our provision is inclusive to all children with special educational needs (SEN).
- We support parents and children with SEND.
- We identify the specific needs of children with SEND and meet those needs through a range of SEND strategies.
- We work in partnership with parents, carers and other agencies in meeting individual children's needs.
- We monitor and review our policy, practise and provision where necessary.

Procedures

We designate a member of staff to be our Special Educational Needs and Disability Co-ordinator (SENDCO). Our SENDCO is **Lisa Lowles**.

The role of the SENDCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND.
- advising and supporting colleagues.
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting and liaising with professionals or agencies beyond the setting.
- We ensure that our systems for identifying, assessing and responding to children's special educational needs are ongoing and reviewed regularly.
- We ensure that **all** children of the relevant age have a **progress check before their third birthday** (dependent on the length of time they have been attending the setting) and that we share this with parents.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans for children with SEND. We use the graduated response system for identifying, assessing, and responding to children's special educational needs.
- We work closely with parents of children with SEND to create and maintain a positive partnership.
- We provide parents with information on sources of independent advice and support.
- We provide a broad, balanced and differentiated curriculum for all children with SEND.

- We have a system in place for record keeping of assessments, planning, provision and reviewing SEND Support Plans for children with special educational needs and disabilities.
- We provide resources (human and financial) to support children with SEND.
- We access Higher Needs funding where needed to provide extra support for children with SEND.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources, for example:-
 - Individual education plan and SEND support plan reviews
 - Staff meetings
 - Parental and external agency views
- We provide a complaints procedure.
- We monitor and review our policies annually.
- We display details for parents of our Special Educational Needs provision as a 'Local Offer'.

<i>Date Policy Implemented</i>	February 2017
<i>Signed</i>	
<i>Name and Role</i>	Alex Barter, Committee Management Chair
<i>Date of Last Review</i>	November 2022
<i>Date of Next Review</i>	November 2023