



## Special educational needs/disability policy – SEND.

### Statement of intent

We provide an environment in which all children are supported to reach their full potential working with the parents/carers and the children's needs and wishes. With partnership of parents the Pre School will work alongside and exchange relevant information with local Special Educational Needs and Disability (SEND) support services, child health services, social services organisations in the voluntary sector, plus forge links and transferring of information and arrangements to support the child and family with other settings and mainstream primary and special schools.

### Aims

- The Glebe Pre School welcomes all children whatever their individual needs and, providing we believe those individual needs can be met, believes in providing an inclusive setting.
- We believe that all children have a right to a broad and balanced early year's curriculum.
- We have regard for the DfE Special Educational Needs and Disability Code of Practice. [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- We include all children in our provision.
- We identify the specific needs a child might have (see Appendix 1) and work with parents, carers and where necessary other agencies to address those difficulties or needs through a range of strategies.
- We provide practitioners to help support parents and children with SEND.
- We are aware there are differences between special needs and disabilities (see Appendix 2) and this will be acknowledged to aim to meet the children's individual needs.
- We are aware of the vital role parents play in supporting their child's education.
- We work in partnership with parents at all times taking into account their views, choices and knowledge of their child and will obtain parental consent before contacting other professionals and agencies unless there is a child protection concern.
- We value and acknowledge each child's individuality and take into account their responses, views and choices where possible.
- With parents permission we will liaise directly with the receiving school or setting.
- We regularly monitor and review our practice and provision and, if necessary, make what we deem to be 'reasonable' adjustments.

### Methods

- We designate a member of staff to be special educational needs co-ordinator (SENCO) and give his/her name to parents.
- Our nominated SENCO is **Jo Wyss** who has undertaken specialist training and attends update/refreshers courses as they arise. All our staffs attend, whenever possible in service training on special needs arranged by other professional bodies.
- We provide a statement showing how we provide for children with SEND.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We aim to adapt our environment to meet any additional needs of children wanting to attend our Pre School to the best of our ability (See Admissions Policy).
- We provide a broad and balanced curriculum for all children with SEND.
- We ensure that our planning contains approaches and activities to enable the adequate progress of those children with special educational needs.



- We differentiate our activities so that they are accessible by all children ensuring that individuals experience success and gain confidence.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We adapt our materials, environment and approaches to deliver quality learning activities to children whilst meeting their individual needs.
- We ensure that our physical environment is as far as possible suitable for children with disabilities (see equality and diversity policy and Admissions policy for accessibility).
- We work closely with parents of children with SEND to create and maintain a positive partnership.
- 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 SEND and their families, including transfer arrangements to other settings and schools.
- We observe and record in conjunction with the parents to enable us to monitor each child's needs and progress individually.
- We ensure our key worker system enables children to receive adult time and attention on 1 to 1 or small groups.
- We ensure the SENCO receives special needs training whenever possible.
- It is the policy of our setting to have regard to the SEND Code of Practice (January 2015) - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- We provide graduated response to the early identification and assessment of SEND as recommended by the Code of Practice.
- We ensure that children with SEND are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- Children's progress in relation to ILP targets and support received will be revised at least 3 times annually in conjunction with parents.
- We provide resources (human and financial) to implement our SEND policy.
- Our work with children and their families can sometimes require confidential information to be disclosed. The disclosure of any confidential information will be treated with professionalism and respect. (See confidentiality policy).
- The role of the SENCO is to support staff, parents and children in ensuring that the needs of children are being included in all aspects of planning and practice.
- The SENCO is responsible for ensuring that individual records are maintained and will liaise with external agencies when appropriate.
- We provide a complaints procedure.
- We monitor and review our policy annually.

This policy was adopted at a meeting of the Glebe Pre-school on 24/11/15

Signed : \_\_\_\_\_ Position: \_\_\_\_\_

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