

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 have regard for the Special Educational Needs and Disability Code of Practice (2015).
- We have in place a clear approach for identifying, responding to, and meeting children's SEN¹.
- 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: **Charlotte Peace**
- The SENCO works closely with our manager and other colleagues who have 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.
- 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
- Where appropriate, we consider children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g., Local 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.
- 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 may provide in-service training for parents, practitioners, and volunteers.

¹ This includes disabled children with special educational needs



- We raise awareness of our special education provision via our website and or promotional materials.
- 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.
- Madley Pre-School is committed to giving all children in our care every opportunity to achieve to their best potential, whatever their ability or needs. We believe that all children, including those identified as having SEN, are entitled to a wide, stimulating curriculum which is accessible to them in all aspects of their Pre-School life.
- We believe all children should be equally valued and we aim to eliminate prejudice and discrimination and develop an environment where all children can feel safe and be nurtured.
- We aim to meet regularly to discuss and plan for the individual needs of all children; planning suitable activities to help support and cater for their diverse needs.
- We understand that some children may have specific needs that require particular action by Madley Pre-School, and these will be addressed with sensitivity.
- This Policy helps to ensure that Madley Pre-School promotes the individuality of all our children, irrespective of ethnicity, gender, disability, ability or background.
- We monitor and review our policy annually.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2021)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2015)
- Guide to the Equality Act and Good Practice (Pre-school Learning Alliance 2015)
- SEND Code of Practice for the Early Years (Pre-school Learning Alliance 2014)

This policy was adopted by: Madley Pre-School

On: December 2021

Date to be reviewed: December 2026

Signed on behalf of the provider:

Name of signatory: Fiona Batstone

Role of signatory: Manager

