**Statement of Intent**

Scallywags Preschool is a fully inclusive and fully integrated setting which operates within the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021 and will offer a place to any child with special educational needs and/or disabilities whilst ensuring that we have availability and knowledge of the child’s SEND so that, if required, provisions can be put in place prior to the child’s start with the preschool. These provisions may include resources, meetings with outside agencies such as Area SENCo to help the preschool to prepare for the child.

We have regard to the DFE Code of Practice (2014) for Special Educational Needs and Disability and the provisions of the Special Education Needs and Disability Act 2001. We will modify the EYFS, wherever possible and practical to do so to take account of children’s individual needs.

**Definition of Special Education Needs**

● All children are individuals and have educational needs which are individual to them. Most of these needs are met by a variety of resources available and teaching styles appropriate to their peers.

● ‘A child has special educational needs (SEN) if they have a learning difficulty or disability which calls for special provision to be made for them’ (SEND Code of Practice, 2014, Page 4). Different areas of Special Educational Needs

**There are four main areas of SEN**:

1. Communication and Interaction

2. Cognition and Learning

3. Social, emotional and mental health

4. Sensory and/or physical needs

**Aims**

● We believe that children with SEND should have access to a broad and balanced curriculum. We aim to provide high quality holistic support focused on the needs of the child, to ensure all children’s needs are met.

● We aim to identify any additional needs for children, at an early stage and with the parent’s permission.

. ● We will then continue to support the child and family through the assessment stages to ensure that appropriate educational provision is made for them (SEND Code of Practice, 2014, Page 75-79).

● We will take into account the wishes of the child concerned, in the light of their age and understanding.

● We will take into account the views of individual parents/carers in respect of their child’s particular needs and work in partnership.

● We will provide activities and learning experiences, and opportunities, to match the needs of individual children, which will enable every child to achieve his/her educational potential, in a happy and safe environment.

**Assess Plan Do Review**

● The SENCOs together with the keyworker will review and gather relevant information. This might include current observations, summaries and information from the child, the parents/carers and nursery practitioners.

● The SENCOs, the keyworker, parents/carers and outside agencies, if involved, create and carry out the Plan. Reviews will take place regularly.

● Reviews will be carried out for as long as it is deemed necessary. Evaluations will be made to ascertain whether the APDR cycle continues to be carried out.

● If reviews carried out identify that further action is needed, then advice will be sought from outside agencies, if it has not already been done so.

**English as an additional language**

“Identifying and assessing SEN for young children whose first language is not English requires particular care. Early years practitioners should look carefully at all aspects of a child’s learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN”. (SEND Code of Practice, 2014, pages 73-74).

**The role of the SENCOs**

**Named SENCO – Donna Roberts**

● The SENCOs are responsible for revising and implementing Scallywags Pre School SEND policy.

● They will work with the child’s key worker to provide the resources that are needed for children with SEND.

● Give advice and support to Preschool practitioners.

● Oversee the child’s records.

● Liaise with parents/carers.

● Liaise with outside agencies.

● The designated SENCOs will undertake relevant training and will endeavour to keep up to date by attending termly SENCo workshops/meetings. They will also acknowledge any training needed for the staff.

● When considered necessary we will consult with colleagues from the following services to help meet the specific needs of every child (Multi Professional Involvement): The Educations Psychology Service/The SEN Advisory Team/Area SenCO/Health Visitor/Occupational Therapy/Speech and Language Therapist/Vision Impairment/Hearing Impairment and or any other specialist departments.

● The transition from preschool to school is an important and often daunting step for the child, parents/carers and preschool practitioners. We will ensure we liaise closely with the relevant school in order to make the transition as smooth as possible for the child.

● We will invite prospective teachers/SENCO’s into the preschool to observe the child in a familiar environment.

● We will ensure that meetings, including the school entry planning meeting, involving the SENCOs/key worker, parents/carers and prospective class/nursery teacher take place to discuss and share information regarding the needs of the child with SEND entering school/new setting can be met as fully as possible.

● All preschool practitioners collectively are fully committed to the preschool SEND policy.

This policy was adopted at a meeting of the pre-school held on 05/02/20.

Signed on behalf of the pre-school G.Cox

Reviewed 19.07.20, 08.08.21, 17.08.22, 15.08.23