

ST ANDREW'S METHODIST CHURCH PRE-SCHOOL

Supporting Children with Special Educational Needs and Disabilities

Policy statement

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

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEND¹.
- 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 SEND and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- For group provision: 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: VICTORIA OXLEY
- We ensure that the provision for children with SEND 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 SEND support to ensure early identification of children with SEND.
- 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
- We, where appropriate, take into account 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 Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEND.
- 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 and Disabilities 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 provide inservice training for parents, practitioners and volunteers.
- We raise awareness of our special education provision via our website and or promotional materials.

¹ This includes disabled children with special educational needs

- 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.

Further guidance

- Special Educational Needs and Disability Code of Practice (DfE & DoH 2021)
- SEND code of practice: 0 to 25 years
- Early Years Foundation Stage Statutory Framework (DfE)
- Working Together to Safeguard Children (DfE 2022)
- Guide to the Equality Act and Good Practice (2015)
- SEND Code of Practice for the Early Years

This policy was adopted by	St Andrew's Preschool	(name of provider)
On	23 rd November 2022	_ (date)
Date to be reviewed	31st October 2023	_ (date)
Signed on behalf of the provider		
Name of signatory	Linda Bowker	
Role of signatory	Chair of Management Committee	

Other useful Pre-school Learning Alliance publications

Staff Name	Signature