**CAPEL PRE-SCHOOL** Reg Charity No: 271366

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**Special Educational Needs and/or Disability (SEND)**

The Children and Families Act 2014 requires local authorities to publish, in a single place, information on services and provision across education, transport, health and social care for children and young people aged 0 – 25 with special educational needs and disabilities (SEND). The purpose of this ‘Local Offer’ is to enable parents, carers and young people to see more clearly what services are available and how to access them. The process extends to early years settings and the information below forms our setting’s offer and shows how we provide for children with SEND.

**Our policy**

We provide an environment where all children are supported to reach their full potential.

We comply with the Statutory Framework for the Early Years Foundation Stage and the Equalities Act 2010.

We have regard to the Special Educational Needs and Disabilities Code of Practice 2014.

We support parents and carers of children with SEND and will help them to access support.

We will bring children identified with SEND to the attention of the local authority and attend LIFT (Local Inclusion Forum Team) meetings.

Our provision is inclusive to all children with SEND.

We identify specific needs and meet these needs using a range of strategies.

We work in partnership with parents and other agencies.

We have a designated Special Educational Needs Co-ordinator (SENCO) this is our Supervisor Zita Vallis.

**Definition of Special Educational Needs and Disabilities.**

A child or young person has SEND if they have a learning difficulty or disability which calls for special

educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

 Communication and interaction

 Cognition and learning

 Social, emotional and mental health difficulties

 Sensory and/or physical needs

**How do we identify children with SEND?**

When a child joins our setting, we share information with the parents about their child’s strengths and needs

Every child has a Key person who will work closely with them and their family

Observational assessments are an on-going part of the setting and are linked to the Early Years Outcomes and Development Matters ages and stages of development as outlined in the revised Statutory Framework for the Early Years Foundation Stage 2014.

We undertake a ‘progress check at age 2’ which provides parents/carers with a short written summary of their child’s development.

**Supporting children with SEND**

Our SENCO will work with all our staff to ensure our SEND provision is relevant and appropriate.

We use the ‘graduated approach system’ for identifying, assessing and responding to children with SEND. This means using a step by step response through the various levels of intervention which are discussion of concern, targeted support, personalised/Individual support and Educational Health and Care Plan (EHC). This is a continuous cycle of assess, plan, do and review to ensure the child progresses and we will ensure parents are informed at all stages.

Targets will be set with the parents, SENCO and Key person and these will be reviewed regularly.

We will access additional support from other professionals where necessary.

Our SENCO has completed specific SENCO training including accreditation courses, Makaton and PECs (Picture Exchange Communication) and also attends regular Network meetings and forums.

Staff have attended training linked to specific needs and will attend any further training as required.

**Working with other professionals**

We have regular contact with other professionals such as Early Years Advisory Teachers, Health visitors, Speech and Language Therapists, Children’s Centre Staff, Physiotherapists and Occupational Therapists.

We can signpost parents to other professionals that may be able to help.

The child’s Key person is always available for advice and support as is the Supervisor/Deputy and SENCO.

**Moving on to school or another setting**

We plan for a child to move on to school or another setting by holding transition meetings. As well as the parents and pre-school staff these can include the foundation stage teacher, school SENCO and relevant professionals.

We will share all documentation with the school or setting.

We will invite the receiving school/setting to visit our pre-school so that they can get to know and observe the child.

We operate an open door policy and we welcome families to visit our pre-school. We will aim to work together to include all child with special educational needs and disabilities and where possible adapt our environment and activities to enable the child full access to our setting and curriculum.

Useful numbers and websites:

<https://www.makaton.org/>

Little forest childrens centre 01892 532319 [www.little.forest.kent.gov.uk](http://www.little.forest.kent.gov.uk)

Woodlands Health Centre Paddock Wood 01892 833331

Health Visitors 01892 839428

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

<http://www.councilfordisabledchildren.org.uk/earlysupport>

Policy adopted Spring 2021

Date to be reviewed: Will be reviewed bi-annually or earlier if necessary

Signed on behalf of management committee

Alison Smith

Name of signatory ALISON SMITH

Role of signatory (e.g. chair) Administrator

This policy will be reviewed in Spring 2023