Poplar Pre-School

9.8 Supporting children with special educational needs and/or disabilities

Policy statement

We provide an environment in which all children, including those with special educational needs and/or disabilities (SEND), are supported to reach their full potential.

- We have regard for the Special Educational Needs Code of Practice (2014).

- We ensure our provision is inclusive to all children with special educational needs.

- We support parents and children with special educational needs.

- We identify the specific needs of children with special educational needs and meet those needs through a range of SEND strategies.

- We work in partnership with parents and other agencies in meeting individual children's needs.

- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate three members of staff to be the Special Educational Needs Co-ordinators (SENCO's) and give their names to parents. Our SENCO's are:

  Jenny Dharmalingam, Wendy Hance and Katy Sephton

- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.

- We ensure that our inclusive admissions practice ensures equality of access and opportunity.

- We use the graduated approach system for identifying, assessing and responding to children's special educational needs.

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- We work closely with the parents of children with special educational needs 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 special educational needs and their families, including in connection with transfer arrangements to other settings and schools.

- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.

- We use a system of planning, implementing, monitoring, evaluating and reviewing action plans for children with special educational needs.

- We ensure that children with special educational needs are appropriately involved in the graduated approach, taking into account their levels of ability.

- We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review' which is applied in increasing detail and frequency to ensure that children progress. We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF), or local alternatives and Educational Health Care Plan (EHCP).

- We use a system for keeping records of the 'assess, plan, do and review' for children with special educational needs.

- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.

- We ensure that all staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying and assessing and making provision for children with SEND.

- 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.

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- We provide a complaints procedure.

- We monitor and review our policy annually.

- We provide in-service training for practitioners.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2017)

- Working Together to Safeguard Children (DfE 2015)

- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

This policy was adopted at a meeting of	Poplar Pre-School (CIO)
Held on	16th May 2023
Date to be reviewed	16th May 2024
Signed on behalf of the provider	
Name of signatory	Lynne Davies
Role of signatory	Trustee