



St Tudy Pre-school

Equality of Opportunity

Supporting children with special educational needs

Policy statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2015).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN 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.

EYFS key themes and commitments

1.1 Child development	2.1 Respecting each other	3.2 Supporting every child	4.1 Play and exploration
1.2 Inclusive practice	2.2 Parents as partners	3.3 The learning environment	4.2 Active learning
1.4 Health and well-being	2.3 Supporting learning	3.4 The wider context	4.3 Creativity and critical thinking
	2.4 Key person		

Procedures

- We designate two members of staff to be the Special Educational Needs Co-ordinator (SENCO) and give their names to parents. Our SENCO's are Nicola Pearce and Rachael Tootle.

- We ensure that the SENCO attends the Effective Special Educational Needs (SEN) Practice and Advanced Special Educational Needs (SEN) Practice for SENCOs and Managers, both one day trainings).
- Where ratios allow, we will ensure other members of staff attend the Effective Special Educational Needs (SEN) training, to allow them to offer support to the SENCO under their direction.
- It is recommended that the SENCO attend a minimum of 6 hours (out of the recommended 24 hours training) of SEN related training per year.
- Staff attending any SEN training will cascade it to other members of staff, unable to attend at staff meetings.
- 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 continuous cycle of assess, plan, do and review in response to SEN Support.
- We work closely with parents/carers 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/carers 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 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 assess, plan, do, review for children requiring SEN support.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for all children requiring SEN support.
- We use a system for keeping records of the assess, plan, do, review provision for all children requiring SEN support.
- We provide resources i.e enhanced ratios and information of extra funding where possible to implement our Special Educational Needs Policy.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff. This is reflected in our Local Offer.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Assessments, planning, Individual Learning Plan reviews, Provision Map, 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.

Other useful Pre-school Learning Alliance publications:

Special Educational Needs Code of Practice for Early Education Settings (2014)

This policy was adopted at a meeting of: St Tudy Pre-school

Held on:

Date to be reviewed:

Signed on behalf of the committee:

Name of signatory: Emma Sleeman

Role of Signatory: Chair, St Tudy Pre-school

Name of staff member / volunteer	Signature	Date