



# St Tudy Pre-school

## Supporting children with special educational needs

At our pre-school 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.

## Procedures

- We designate a member of staff to be the Special Educational Needs Coordinator (SENCO) and give his/her name to parents. Our SENCO's are Nicola Pearce and Rachael Tootle.
- We ensure that the SENCO attends the 2 day SENCO Induction training, which will then be updated every 3-4 years.
- Where ratios allow, we will ensure other members of staff attend the SENCO Induction training, to allow them to offer support to the SENCO under their direction.
- The SENCO will attend a minimum of 6 hours (out of the required 24) of SEN related training per year.
- Staff attending any SEN training will cascade it to other members of staff, unable to attend.
- We ensure that the provision for children with special educational needs is the responsibility of all members at our pre-school.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We work closely with 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 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 individual educational plans (IEPs) for children with special educational needs.
- 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.

