



MAGPIE PRE-SCHOOL

SPECIAL EDUCATION NEEDS & DISABILITIES (SEND) POLICY

Policy Statement

At Magpie Pre-School, we believe that all children have a right to a broad and balanced early years curriculum. We welcome **all** children, regardless of their individual needs and we aim to welcome them to an inclusive setting. In order to achieve this, we work closely with the children, their parents or carers and other agencies if this is necessary.

We aim to identify any difficulties a child might have and to work with the child and their parents or carers to address those difficulties.

Our Special Educational Needs Co-ordinator or **SENCO** is Michelle Carlton and she will co-ordinate the day-to-day provision of education for children with Special Educational Needs.

- We have regard for the Special Education Needs & Disability Code of Practice (DfE & DoH 2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs and disabilities (SEND).
- 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.
- All practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND. All practitioners are alert to emerging difficulties and respond early.

Procedures

- We ensure that the provision for children with special educational needs and disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- On-going formative assessment will be used as part of a continuous process for assessing, planning, implementing and reviewing children's progress. If during this process a child is identified as having difficulty with one or more areas of learning and development, their key person should first try implementing some simple strategies.

- For most children, simple differentiated approaches will be enough to help them develop, however if despite this they still have significantly greater difficulty in learning than their peers or a disability that prevents or hinders a child from making use of the facilities and requires special educational provision, suitable special educational provision should be made through a graduated approach.
- The graduated approach involves a continuous cycle of assess, plan, do and review applied in increasing detail and frequency to ensure the child progresses.
- 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 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 use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Action Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints.
- We monitor and review our policy annually.

Complaints about our SEND provision: If parents or carers have a complaint about the way we are working with their child who has SEND, they should speak to the key worker initially, and if they are still not happy, they should approach the SENCO. She will look into the problem and report back. If parents/carers continue to be dissatisfied, the SENCO will refer the matter to her line manager to take further action as appropriate.

Signed:  (Chair of Committee) Name: Elaine Masters

Date: _____ Date for review: _____