

Cygnets Pre-School

Supporting Children with Special Education needs & Disability

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

- We have regards for the Dfe Special Educational Needs Code of Practice (2014)
- We ensure our provision is inclusive to all children with SEND
- We support parents and Children with SEND
- We identify the specific needs of children with SEND and meet those 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 Needs co-ordinator' (SENCO)
Our SENCO is Anne Skeen
- We ensure the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity
- We use a graduated response system by identifying, assessing and responding to children's SEND
- We work closely with parents of children with SEND to create and maintain positive partnerships
- 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 SEND and their families, including transfer arrangements to other settings and schools
- We provide broad, balanced and differentiated curriculum for all children with SEND
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEND
- We ensure that children with SEND needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability
- We have systems in place for supporting children during the ' Early help' assessment (EHA)

- We have systems in place for working with other agencies, such as, SSS (specialist support services) to support with RSA (Request a Statuary Assessment) process.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEND
- We provide resources (human & financial) to implement our SEND Policy
- We provide in- service training for staff & volunteers as appropriate
- We raise awareness of any specialism the setting has to offer, such as, Makaton signing
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources, such as, IEP reviews, staff meetings, parental and outside agency views, inspections and complaints. This information is collated and reviewed annually.
- We provide a complaints procedure
- We monitor and review our policy every other year, unless appropriate to do so sooner.

Further guidance

- Identifying and supporting children with additional needs (DCSF 2010)
- Disabled children and equality act for Early Years (2010)
- Special Educational Needs Code of Practice (2014)
- Early help (working together 2018)

This policy is the agreed working practice of staff and volunteers.

Signed on behalf of the pre-school

Tracy Nicholls – Manager

Anne Skeen – Deputy Manager

Belinda Goodman – Practitioner

Michelle Allen – Practitioner

Davina Codrington – Practitioner

Toni Brown – Practitioner

Jaana Brown – Trainee practitioner

Emma Cowley – SEN practitioner