



Supporting children with special educational needs

Policy statement

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

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEND.
- We support and involve parents/carers (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.
- We regularly 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 and Disabilities Co-ordinator (SENDCO) and give his/her name to parents/carers. Our SENDCO is: Haley Ramsay supported by Tahmina Haque.

- The SENDCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEND.
- We ensure that 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 provide a broad, balanced and differentiated curriculum for all children.
- We apply SEND support to ensure early identification of children with SEND.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We ensure that parents/carers are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes.
- We, where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level of understanding.
- We provide parents/carers with information on local sources of support and advice e.g. Local Offer, Information Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEND.
- We have systems in place for referring children for further assessment e.g. Early Help Assessment and Education, Health and Care (EHC) assessment.



- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- Children eligible for SEND funding will have a SEND support plan. The SENDCO is responsible for ensuring the SEND support Plan has appropriate and relevant targets for the individual child. The SENDCO will work with the child's key worker to write, plan and monitor SEND support plans. The SENDCO will meet the child's parents and share the child's progress with their SEND targets.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEND. We provide in-service training for parents, carers, practitioners and volunteers.
- We raise awareness of our special education provision via our website and or promotional materials.
- 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.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Further guidance

Early Years Foundation Stage Statutory Framework (DfE 2024)

Working Together to Safeguard Children (DfE 2023)

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

This policy was adopted by	Silsoe Pre-School
Date	July 2022