

**Special Educational Needs and Disability (SEND) Policy**

**Policy statement**

At Cranmore and Doulting Pre-School, we believe that ‘every child matters’ and all children are equal regardless of their needs. Our setting is accessible by a ramp to the front of the building, we have wooden floors throughout the setting and hall area, also a disabled toilet. We have a lovely garden to the rear of the hall which is only accessible by steps.

Our settings SENCO ( Special Educational Needs Co-ordinator ) is **Stacey Norris**, who is responsible for co-ordinating the day to day provision. Stacey has received SENCO training and also attends regular SENCO cluster training meetings.

**Procedures**

* *Through observations and monitoring a child’s progress within the EYFS (Early Years Foundation Stage), we can identify if a child may require additional support.*
* *By following the assess, plan, do, review system and the ‘Core Standards’.*
* *With regular meetings with the parents/carers we can together implement an Assess, Plan, Do And Review, Health Care Plan , Medical Plan to support the child’s learning or needs.*
* *If we feel that further support is needed we will (with the permission of the parent/carer) seek the advice of the area SENCO* through the EHA referral.

***Support available within the setting for children with SEN***

*We will endeavour to provide support through the Graduated approach of the SEND code of practice:*

* *Extra adult time to assess, plan, do, review support.*
* *Curriculum and teaching methods.*
* *Learning materials or equipment eg, visual timetables, STC etc.*
* *Staff development or training.*
* *Grouping for teaching purposes.*
* *Additional staffing.*
* *EHA*

**Roles and Responsibilities of various members of staff and committee**

* The role of the committee is to work with practitioners to determine the pre-school’s general policy and approach to provision for children with SEN.
* The leader of the pre-school has the responsibility for the day to day management of all aspects of the setting’s work including provision for children with SEN, and will keep the committee fully informed and work closely with the SENCO.
* The role of the SENCO is to take responsibility for the day to day operation of the SEND policy and to co-ordinate provision for children with SEN, and work closely with the leader and colleagues, passing on information and training at staff meetings.
* All practitioners will be involved in the development of the SEN policy and be fully aware of the procedure for identifying assessing and making provision for children with SEN.
* Liaison with parents/carers is undertaken by the key worker and the SENCO.

**Training and Advice**

We will endeavour to:

* Appoint staff with appropriate attitudes, skills and knowledge.
* Enable staff to attend training identified as a need by Children’s Services, and investigate other opportunities for continued professional development.
* Work closely with outside professionals.

**Environment and Practice**

For all children, we will endeavour to:

* Adapt our environment and practice so all children can access learning and development through the EYFS.
* Maintain an appropriate physical environment that has a range of learning opportunities that will develop language for learning.
* Use professional teaching strategies that encourage and motivate those with learning or other difficulties so that positive attitudes to learning and self are developed.

**For Individual Children**

* Work in partnership with parents/carers – talk with parents/carers to identify any barriers to the inclusion of their child that there might be in our environment or practice.
* Talk with the parents/carers and their child about what they want or need.
* Discuss each child’s strengths, preferred activities and any special educational needs or medical requirements on an individual basis with parents/carers and relevant professionals.
* Use observations to help us effectively identify and assess children’s needs, and to plan and evaluate what we do to meet them.
* Draw up (with parents/carers input), Assess, Plan, Do and Review plans for children with SEN.
* Meet at least termly to review Plans, involving parents/carers and taking into account the ascertainable wishes of the child.

**Legal framework and further guidance**

* The SEND Code of Practice
* Core Standards
* Children and Families Act 2014
* Mental Capacity Act 2005
* The Equality Act 2010
* The Statutory Framework for the Early Years Foundation Stage
* The Special Educational Needs and Disability Regulations 2014

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| This policy was adopted by | Cranmore and Doulting Pre-School | *(name of provider)* |
| On |  | *(date)* |
| Date to be reviewed | Annually | *(date)* |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

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| Date Reviewed | Signature | Role of signatory |
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