

General Welfare Requirement: Safeguarding and Promoting Children's Welfare

The provider must take necessary steps to safeguard and promote the welfare of children.



Equality of opportunity

SEND - Children with Special Educational Needs and Disability.

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

- We have regard for the DfES SEND Code of Practice (2015).
- We have regard to the Children and Families Act, 2014
- We have regard for The Equality Act 2010.
- We ensure our provision is inclusive to all children with SEND.
- We support parents and children with SEND.
- We identify the specific requirements 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.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
For further information click here: https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf			

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCOS are **Liz Webberley** and **Diana Chislett**.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting. The SENCO will endeavour to ensure that all staff are aware of all relevant special education needs approaches and training.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity and is anti-discriminating.
- We use a flowchart system for identifying, assessing and responding to children's special educational needs.
- We publish our local offer on our website, www.rotherfieldpre-school.co.uk. A paper copy is available on request.

- 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 SEND. Time is set aside for discussion at staff meetings and planning for our SENCO.
- We use a system of planning, implementing, monitoring, evaluating and reviewing setting based support plans for children with special educational needs as well as an online Learning Journal on Tapestry.
- We ensure that children with SEND have a voice taking into account their levels of ability. If it is advised by the child's key worker that a child requires 1:1 care, the SENCO will undertake an initial assessment and make referrals to the appropriate specialist services and funding streams.
- We have experience and systems in place for identifying and supporting children during early years. In line with the Code of Practice 2015, we follow a graduated approach and a cycle of Assessment, Planning, Do, Review.
This is carried out taking into account the views of the children and in partnership with the parents. The SENCO supports individual practitioners and leads, and coordinates the graduated approach across the setting helping to access and implement relevant support strategies, assessments and educational Healthcare plans for children with more complex needs.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We access resources (human and financial) to implement our SEND Policy.
- We provide in-service training for parents, practitioners and volunteers based upon information and training from outside agencies such as speech and language strategies.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. Setting Based Support 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.
- All written records are passed onto the receiving setting (if known) when a child moves from our Pre-School. Our staff will, if possible, visit the new setting with the pupil, where appropriate.

This Policy was reviewed by	Pre-school Manager – Liz Burnett Deputy Manage & SENCO Liz Webberley.
Adopted by	Rotherfield Village Pre-School Committee
Date	September 2018
Review Date	September 2019 or before if required

Legal Framework:

- Special Educational Needs and Disability Act 2001
- DfES SEND Code of Practice (2015)
- Equality Act 2010
- Children and families Act 2014

Other useful Pre-school Learning Alliance publications:

- Special Educational Needs Code of Practice for Early Education Settings (2004)