



7. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Statement of Intent

To provide an environment in which all children are supported to reach their full potential. We welcome and value all children and their parents, whatever their gender, background, ethnicity, religious beliefs, family status, special educational needs or disability.

Legislation

Special Educational Needs and Disabilities Regulations 2014

The Children and Families Act 2014

The Childcare Act 2006

Aims

- We aim to provide a broad and balanced curriculum for every child, taking into account the child's interests. All children are valued equally and are provided with suitable opportunities to develop their maximum potential and they are encouraged, whenever possible, to participate in all of the activities to the best of their individual ability.
- We try to ensure that our physical environment, where possible, is suitable for children with disabilities.
- We regularly monitor and review our practice and provision, and if necessary make adjustments.

Identification

Children are identified and assessed in accordance with the DfE Code of Practice for Special Educational Needs and Disabilities (SEND) as follows:

- A child is identified as having a Special Educational Need or Disability if they have a learning difficulty or disability that calls for special educational provision to be made.
- Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age.
- Parents are encouraged to mention if the child has any additional needs on the application form. The Special Educational Needs Co-ordinator (SENCO) will discuss with the parents the involvement of any other agencies and any additional support the child may need.

Arrangements and Procedures

- Information regarding the pre-school provision for children with Special Educational Needs and Disabilities can be accessed from <http://localoffer.sutton.gov.uk> . We offer a visit to the pre-school where we can discuss our facilities, staff experience and how we can meet their needs.
- The pre-school has several Special Educational Needs Co-ordinators (SENCO) who monitor the needs and progress of children who have been identified with Special Educational Needs or Disabilities.

- An Individual Plan (IP) is made in consultation with the child's parents and the Early Years Area SENCO if appropriate. This consists of 2 parts:
 - A Long Term Individual Plan identifies the child's needs and desired long term outcomes.
 - A Short Term Individual Plan gives small step targets, strategies and resources which will be assessed and reviewed regularly.
- The SENCO and/or Key Person liaises with the parents of the child and any relevant external agencies. Parents are consulted and their views, as well as the child's views as far as possible, are taken into account at all stages of assessment, planning, provision and reviewing of the child's education.
- There is a shared responsibility for identifying and assessing individual children's needs, and planning to meet the full range of the child's abilities.
- Parents are provided with information on sources of independent advice and support.
- The pre-school will liaise with the area SENCO and other professionals involved, and a referral for an Education Health and Care (EHC) assessment will be made if it is felt that the child's needs cannot be met within the resources normally available.
- In order to manage a smooth transition to school, we invite the Primary School SENCO/Nursery teacher to visit and arrange a meeting with the child's parents to discuss the transition arrangements.
- Training will be provided for all staff members and volunteers to ensure that current practice is in place.

This Special Educational Needs and Disabilities Policy has been agreed following consultation with staff and Committee. It will be reviewed regularly.

Reviewed 18/3/15