

10.0 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

Equality Act 2010

EYFS Framework, Early Years Outcomes

0-25 SEND Code of Practice

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 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 will seek to provide training for staff if medical procedures are required so the child may attend our setting.
- 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 targeted and specialist provision that is additional to or different from the universal provision already provided.
- Parents are encouraged to mention if the child has any additional needs on the application form. The Special Educational Needs and Disabilities Co-ordinator (SENDCo) will discuss with the parents when a need is identified in one or more of the 4 areas within the SEND Code of Practice:
 - Communication and Interaction
 - Cognition and Learning

- Social, emotional and mental health
- Sensory and physical
- The SENDCo will request 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 found online by searching 'Sutton's Local Offer'. 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 a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who monitors 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 SEND Advisor 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 SENDCo and/or Key Person will discuss with the parents when a need is identified by the pre-school in one or more of the 4 areas within the SEND Code of Practice and will liaise with any relevant external agencies. Parents are consulted and their views, as well as the child's views, are, as far as possible, considered at all stages of assessment, planning, provision and when reviewing of the child's education.
- There is a shared responsibility for identifying and assessing individual children's needs and for planning to meet the full range of the child's abilities.
- Strategies and Individual plans are shared with all relevant staff so children are fully supported throughout the session.
- Parents are provided with information on sources of independent advice and support.
- The pre-school will liaise with the area SEND Advisor and other professionals involved, and a referral for an Education Health and Care needs assessment (EHCNA) will be made if it is felt that the child's needs cannot be met within the universal provision already provided.
- In order to manage a smooth transition to school, we invite the Primary School SENDCo/ teacher to visit and arrange a meeting with the child's parents to discuss the transition arrangements.
- Any additional or necessary training will be provided for all staff members 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 June 2025

To be reviewed June 2026