



Stithians Pre-School B4 & L8 Club, Stithians Centre, Stithians, Cornwall TR3 7DH

General_Enquiries@stithianspreschool.org.uk

Tel: 01209 862727

Charity Registration No. 1032443

Ofsted reference: 102875

Special Education Needs Policy

Policy Statement

We provide an environment in which all children with Special Educational Needs (SEN) are supported to reach their full potential.

- We adhere to the Special Educational Needs and Disability Code of Practice 0-25 (2014).
- We have in place a clear approach for identifying, responding to and meeting children's SEN.
- We support and involve parents (and where relevant children), by 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 SEN and their families.
- We regularly monitor and review our policy, practice and provision and make adjustments as necessary.

Procedures

- We designate a practitioner to be the Special Educational Needs Co-ordinator (SENCo) and give his/her name to parents. The Preschool SENCo is Linsey Matthews.
- The SENCo works closely with the Preschool Manager and other colleagues with responsibility for the day to day implementation of this policy.
- We ensure that the provision for the children with SEN is the responsibility of all practitioners within the Preschool.
- We ensure that our inclusive admission practice provides quality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We provide SEN support to ensure early identification for children with SEN.
- 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 are involved at all stages of assessment, planning, provision and review of their children's education including all decision making processes.

- Where appropriate, we take into consideration children’s views and wishes in decisions being made about them, relevant to their level of understanding.
- We provide parents 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 SEN.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources (human and financial) to implement this policy.
- We ensure that all our practitioners are aware of this policy and the procedures for identifying, assessing and making provision for children with SEN. We provide in-service training for practitioners and volunteers.
- We raise awareness of our special education provision via our local offer and or promotional materials.
- We ensure the effectiveness of our SEN 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 this policy annually.

The Role of the Special Educational Needs Co-ordinator (SENCO) is:-

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting’s approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- liaising with professionals or agencies beyond the setting
- Senco’s receive up-to-date training on being a SENCO and attend network meetings regularly.

Admission and Transitional Arrangements

If we know that a child who is going to be attending has special needs or when a child we have makes a transition to their next setting, we aim to liaise with all interested parties in order to make a smooth transition. If a child is new to us we will liaise closely with the parents/carers/any other agencies involved in order to gain as much information as possible about that child and their needs. We always offer a process of gradual transition. In the case of a new/dual setting arrangement we will pass our progress reports, plans and assessments to them to enable a child’s progress to be monitored effectively. We will not, however, pass on any information about a child to any other agency, without parental permission.

Adopted by the Manager and Committee

Date to be reviewed September 2022.....

Signed on behalf of Committee

Manager signatureJoanne Pymer.....