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|  | Special Educational Needs Policy |
|  |  Date adopted 29.04.2018 |

**Policy statement**

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

* We have regard for the Special Educational Needs and Disability Code of Practice (2014).
* We have a clear approach for identifying, responding to, and meeting children’s SEN1.
* We support and involve parents (and where relevant children) 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 monitor and review our policy, practice and provision and, if necessary, make adjustments.

**Procedures**

* We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her/his name to parents. Our SENCO is Elizabeth King, our Practice Manager.
* The SENCO works closely with other colleagues and has the responsibility for the day to day operation of our Supporting Children with special Educational Needs Policy and for coordinating provision for children with SEN.
* We ensure that the provision for children with SEN is the responsibility of all members of the setting.
* We ensure that our inclusive admissions practice ensures equality of access and opportunity.
* We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's special education including all decision making process.
* Where appropriate, we take into account children’s views and wishes in decisions being made about them, relevant to their level understanding.
* We provide parents with information on local sources of support and advice e.g. Local offer. Advice and support service.
* We provide a broad, balanced and differentiated curriculum for all children.
* We apply SEN support to ensure early years identification of 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 liaise and work with other external agencies to help improve outcomes for children with SEN.
* We have a system 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 our Supporting Children with Special Educational Needs Policy.
* We ensure that our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provisions for children with SEN.
* We provide in-service training for parents, practitioners and volunteers.
* We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
* We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually.
* We provide a complaints procedure.
* We monitor and review our policy annually.

**Further guidance**

Early Years Foundation Stage Statutory Framework (DfE 2017)

Working Together to Safeguard Children (DfE 2015)

Special Educational Needs and Disability Code of Practice ~~(~~DfE & DoH 2014)

**Other Useful Pre-school Learning Alliance Publications**

Guide to the Equality Act and Good Practice (2015)

SEND Code of Practice for the Early Years (2014)

 This includes disabled children with special educational needs

This policy was adopted by Hanslope Pre-school on 29th April 2019

Date to be reviewed 29th April 2020

Signed on behalf of Hanslope Pre-school ……………………………….

By Rachel Chapman Chairperson, on 29th April 2019