# Warmley Preschool – Safeguarding and Promoting Children’s Welfare

## Supporting Children with Special Education Needs and Disabilities (SEND) Policy

### Policy statement

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 Special Educational Needs and Disability Code of Practice: 0-25 years (DfE & DoH 2014).
* We ensure our provision is inclusive to all children with special educational needs and disabilities.
* We support parents and children with special educational needs and disabilities (SEND).
* We identify the specific needs of children with special educational needs and meet those needs through a range of SEN 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.

### Procedures

1. We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO’s are:
2. Angela Maddocks & Joanne Winter
3. We ensure that the provision for children with special educational needs and disabilities are the responsibility of all members of the setting.
4. We ensure that our inclusive admissions practice ensures equality of access and opportunity.
5. We use the graduated response system for identifying, assessing and responding to children's special educational needs.
6. We work closely with parents of children with special educational needs and disabilities to create and maintain a positive partnership.
7. We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
8. We provide parents with information on sources of independent advice and support.
9. We liaise with other professionals involved with children with special educational needs and disabilities and their families, including transfer arrangements to other settings and schools.
10. We provide a broad, balanced and differentiated curriculum for all children with special educational needs and disabilities.
11. We use a system of planning, implementing, monitoring, evaluating and reviewing Additional Support Action Plans (ASAP) for children with special educational needs and disabilities.
12. We ensure that children with special educational needs and disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
13. We have systems in place for supporting children during their Education, Health and Care Assessment.
14. We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs and disabilities.
15. We provide resources (human and financial) to implement our Special Educational Needs and Disabilities Policy.
16. We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
17. We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Additional Support Action Plans, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
18. We provide a complaints procedure.
19. We monitor and review our policy annually.

**Adoption of Policy**

This policy was adopted as follows:

|  |  |
| --- | --- |
| **Meeting of** |  |
| **Date held** |  |
| **Date for review** |  |

Signed on behalf of the management committee:

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Signatory** |  | | |
| **Signature** |  | | |
| **Role of Signatory** |  | **Date** |  |