

Wendens Ambo Pre-School

9.0 Equal Opportunities

9.2 Supporting Children with Special Educational Needs and Disabilities

Statement of intent

Our setting is committed to provide an environment in which all children, including those with special educational needs and disabilities (SEND), are supported to reach their full potential (please see Local Offer).

Aim

We aim to:

- We have regard for the Special Educational Needs and Disabilities Code of Practice (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.
- We identify the specific needs of children with special educational needs and disabilities and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs and addressing individual children's disabilities.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Methods

- We designate a member of staff to be the Special Education Needs and Disabilities Co-ordinator (SENCO) and give her name to parents. Our SENCO is: Wendy Game
- We ensure that the provision for children with special educational needs and disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with the parents of children with special educational needs and disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, and provision, and review their children's education.
- We provide parents with information on resources or independent advice and support.

- We liaise with other professionals involved with children with special educational needs and disabilities and their families, including in connection with transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs and disabilities.
- We use One Planning, which is a person centred approach to assessment and planning for young children with SEND. One Planning is based on the principle that planning should start with the individual and must have regard to the views, wishes and feelings of both the child and their Parents, also their aspirations and the outcomes they wish to seek and the support they need to achieve them. (SEND code of practice 2014)
- An educational Health Care Plan (EHC Plan) is the way support is planned and provided for the child who has SEND that cannot be met with the usual resources available.
- We monitor and raise awareness of any specific training the setting may require and seek training where possible.

Further Guidance

Special Educational Needs and Disabilities Code of Practice (DfES 2014)

Other Useful Pre-school Learning Alliance publications – SEND code of Practice for the Early Years (2014)

After a review by the Committee members and staff this policy was adopted at a meeting of the Wendens Ambo Pre-School Committee

held on: _____

Signed on behalf of the Management

Committee: _____

Name of Signatory: _____

Role of signatory: _____