



Special Educational Needs and Disabilities (SEND) Policy

Definition of Special Educational Needs and Disabilities (SEND):

Children have SEND if they have a learning difficulty or disability which calls for special educational needs provision to be made for him/her.

Children have a learning difficulty if they:

1. Have significantly greater difficulty in learning than the majority of children of the same age.
2. Have a disability which prevents them from making use of educational facilities of a kind generally provided for children of the same age.
3. Are under school age and fall within the definition 1 or 2 or would do so if SEN provision were not made for them.

Statement

Lavington Preschool is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs. We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate. Lavington Preschool are committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the setting's facilities. All children have a right to a broad and well-balanced early learning environment. We feel it is paramount to find out as much as possible about a particular child's condition and the way that may affect his/her early learning or care needs by:

- Liaising with the child's parents
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Regularly monitoring observations carried out on the child's development.

All children will be given a full settling in period when joining the setting according to their individual needs.

Aims

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Early Years guide to the SEND Code of Practice (September 2015), and the Disability and Equality Act 2010, on identification and assessment of any needs not being met by the universal service provided by the setting
- Include all children and their families in our provision
- Provide well informed and suitably trained practitioners to help support parents and children with learning difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and employ a Special Educational Needs Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs (SEN) and the SEND Code of Practice
- Identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn quicker, e.g. gifted, and talented children are also supported
- Work in partnership with parents and other agencies to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the preschool day according to their individual needs and abilities
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.

Our Special Education Needs Co-ordinator (SENCO) works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs policy of the setting, always making sure plans and records are shared with parents.

- We will ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the setting.
- Our physical environment is as far as possible suitable for children and adults with disabilities.
- We work closely with parents to create and maintain a positive partnership which supports their child.
- Ensure that parents are informed at all stages of the assessment, planning, provision, and review of their child's education.
- We provide parents with information on sources of independent advice and support.

- We work closely with the next care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs along with the communication tracker.
- The child will be given an Individual Education Plan (IEP) which will have targets for the child to reach and it will also state what different resources and activities the setting will be using with the child.
- We will contact our Early Years Inclusion Officer (EYIO) once parental agreement has been signed. The EYIO will visit the setting to evaluate the child's needs and sign post the SENCO to make any referrals.
- The child may also receive extra funding to have additional support when in the setting
- If the child is still not making enough progress, it may be necessary for the setting, in consultation with the parents and any external agencies already involved, the setting will complete an Education Health Care and Needs Assessment (EHCNA).
- If despite input through the Graduated Approach, adequate progress has not been made and the child's SEND remains significant, a request can be made to the Local Authority to consider if an Education Health and Care Plan (EHCP) is required – this is a detailed, evidence based and multi professional examination to identify the child's needs and help required to meet them. It informs people of what needs the child has, what provision will be made for them, the child's aspirations, how the child's needs will be monitored and where the child will be placed. This ensures that the child is supported at whatever setting they are at, and once they transition into school.

Involving the Child:

- The SEND Code of Practice supports the rights of children to be involved in decisions about their education.
- Inclusion of children with SEND helps build self-confidence and trust in others.
- Ascertaining children's views may not be easy, a range of strategies may be needed.
- Accurate assessment helps identify children's strengths and possible barriers to learning.
- The key person and setting manager/SENCO work in partnership with parents and other agencies to involve the child wherever appropriate.
- Children are involved at appropriate stages of the assessment and to their level of ability.
- Establishing effective communication is essential for the child's involvement.

The Lavington Pre-school Special Educational Needs and Disabilities (SEND) Policy will be reviewed on:

Date:

Signed:

Name:

Post:

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