



## **Starlings Preschool Supporting children with special educational needs policy**

### **Policy statement**

Starlings Pre-school provides an environment in which all children with special educational needs (SEN), are supported to reach their full potential.

- We have a regard for the Special Educational Needs Code of Practice (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), 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, if necessary, make adjustments

### **Procedures**

We designate members of staff to the Special educational needs co-ordinator (SENCO) and give there names to our parents. Our SENCO are: Lesley Rust and Di Moore.

- Our SENCO work closely with the manager and other colleagues and have responsibility for the day-to-day operation for supporting children with special educational needs policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with SEN is the responsibility for the members in the setting
- We ensure that inclusive admissions practise ensures equality of access and opportunity
- We provide a broad, balanced and differentiated curriculum for all children
- We apply SEN support to ensure early 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 ensure that parents are involved at all stages of the assessment, planning, provisional review of their children's special needs education including all decision making processes
- We where appropriate 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, information, advice and support service
- We liaise and work 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 financial) to implement our supporting children with special educational needs policy.
- We ensure that all our staff are aware of our supporting children with special educational needs policy and the procedures for identifying assessing and making provision for children

with SEN. We provide in-service training for parents, and volunteers

- We raise awareness of our special education provision via our website and or promotional materials.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of resources e.g. individual education plan reviews, staff meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluate 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 preschool learning alliance publications

- Guide to the equality act and good practise (2015)
- SEND code of practice for the early years (2014)

This policy was adopted at a meeting of Starlings Pre-school (name of provider)
Held on _____ (date)
Date to be reviewed _____ (date)
Signed on behalf of the provider _____
Name of signatory _____
Role of signatory (e.g. chair, director or owner) _____