



SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES

Policy statement

Our aim at Riverside Pre-school CIO is for all children, including those with special educational needs and disabilities (SEND), to be offered a broad and balanced pre-school experience following the Early Years Foundation Stage, which will encourage and enable each child to achieve their potential: -

- We have regard for the Special Educational Needs and Disability 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, actively listening to, and acting on their wishes and concerns
- We identify the specific needs of children with special educational needs and disabilities at the earliest opportunity and meet those needs through a range of SEND strategies
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND 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 and Disabilities Co-ordinator (SENDCO) and give his/her name to parents
 - SENDCO is; Kirsty Mathews for Bitterne Park
 - SENDCO is; Louise Sahid for St Denys
- The SENDCO works closely with our lead and other colleagues and has responsibility for the day-to-day operation of our *Supporting Children with Special Educational Needs and Disabilities* policy and for co-ordinating provision for children with SEND
- We ensure that the provision for children with special educational needs and disabilities is the responsibility of all members of the setting; as part of their role practitioners may be asked to support children on a 1:1 or reduced ratio basis
- We ensure that our inclusive admissions practice ensures equality of access and opportunity
- We provide a broad, balanced, and differentiated curriculum for all children
- We apply SEND support to ensure early identification of children with SEND
- 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 informed at all stages of the assessment, planning, provision, and review of their children's education, including all decision-making processes
- Where appropriate, we take into account children's views and wishes in decisions being made about them, relevant to their level of understanding
- We provide parents with information on sources of independent advice and support e.g. Local Offer, Information, Advice and Support Service
- We liaise and work with other external agencies to help improve outcomes for children with SEND

- We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF), Early Help Assessment and Education, Health and Care (EHC)
- We provide resources (human and financial) to implement our *Supporting Children with Special Educational Needs and Disabilities* policy
- We ensure that all our staff are aware of our *Supporting Children with Special Educational Needs and Disabilities* policy and the procedures for identifying, assessing and making provision for children with SEND
- We provide in-service training for parents, practitioners and volunteers
- We raise awareness of our special educational needs and disabilities provision and any specialism the setting has to offer, e.g. Makaton trained staff
- We ensure the effectiveness of our special educational needs and disabilities provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency 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 Early Years Alliance publications

- Guide to the Equality Act and Good Practice (2015)
- SEND Code of Practice for the Early Years (2014)

This policy was adopted at a meeting of Riverside Pre-school CIO held on.....7th October 2020.....

Annual review dateOctober 2021.....

Signed on behalf of the pre-school 

Role of signatory..... Co-chair.....