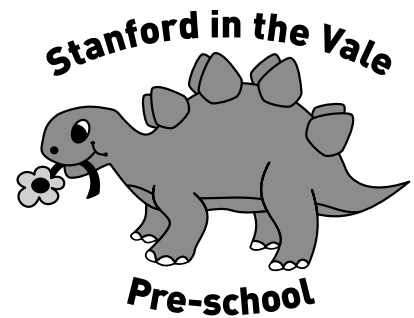


Recreation Ground
Huntersfield
Stanford in the Vale
Faringdon
Oxfordshire, SN7 8LR



1.2.3 – SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS POLICY

Revised January 2018

Policy Statement

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

- We have regard for The Special Educational Needs (SEN) Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEN. This includes disabled children with Special Educational Needs.
- We support and involve parents and children, actively listening to and acting on their wishes and concerns.
- 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 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 a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is: **Mrs Louise Collins**.
- The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of Supporting Children with Special Educational Needs Policy and for coordinating provision for children with SEN.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We apply SEN support to ensure early identification of children with SEN.
- We use the graduated approach system (assess, plan, do and review) for individual children, applied in increasing detail and frequency to ensure that children progress. We provide an individual plan to meet children's needs, and keep individual records of the assessment, planning, provision and review.
- We provide a broad, balanced and differentiated curriculum for all children with SEN.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.

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- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's special 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 of understanding.
- We provide parents with information on local sources of advice and support.
- We liaise and work with 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 and Care (EHC) assessment.
- Children with behavioural difficulties will be assessed to ensure there is not an underlying learning or communication difficulty.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all staff are aware of 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 practitioners and access external training if required.
- We raise awareness of our special education provision via our website and promotional materials.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.

Progress check at age two

- Where we are a child's main setting, we will review children's progress if they are aged between two and three, and provide parents with a report that focuses upon the Prime areas of learning from the Early Years Foundation Stage – personal, social and emotional development, communication and language development and physical development.
- This two-year progress check will identify child's strengths and any areas where the child's progress is slower than expected.
- If additional support is needed, or where there are concerns over developmental delays we will develop a targeted plan to support the child and involve parents and other professionals.

This policy was adopted at a meeting of Stanford in the Vale Pre-school Committee

Held on _____ (date)

Date to be reviewed _____ (date)

Signed on behalf of the management committee _____

Name of signatory _____

Role of signatory (e.g. chair/owner) _____