



Lyndhurst Pre-School

Special educational needs and disability policy

Policy statement

We provide an environment in which all children, including those with special educational needs, are supported to achieve and / or learn.

- We follow the guidance in the DfES Special Educational Needs Code of Practice. (2014)
- We support parents and children with special educational needs and disability (SEND)
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEND strategies.
- We work in partnership with parents, children and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 supporting learning 2.4 Key person/SENCO	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

Procedures

- We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give her name to parents along with the Key person. Our SENCO is : **Juliet Dunning**
- We ensure that the provision for children with special educational needs and disability is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.

- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are involved at all stages of the assessment, planning, do and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs
- We use a system of assess, plan, do and review on our personal plans for children with special educational needs and disability.
- We ensure that children with special educational needs and disability are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children during their Education Health and care plans for ensuring the content of the EHC is adhered to and would initiate the application for Statutory Assessment and the Statementing.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We provide in-service training for practitioners after our SENCO has attended the termly update trainings run by the Area Inclusion Officers.
- We ensure the effectiveness of our special educational needs and disability provision by collecting information from a range of sources e.g. Personal plans, staff and management meetings, parental, children and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

This policy was adopted at a meeting of Lyndhurst Pre-school board of Directors

Held on (date)

Signed on behalf of the pre-school