

Special Educational Needs and Disabilities Policy and Procedures



Our pre-school aims to follow the Statutory Guidance of the Special Educational Needs and Disability Code of Practice (July 2014). We aim to provide appropriate learning opportunities for all children.

- Children with Special Needs, like all other children, are admitted to the pre-school after consultation with the parents, SENDco and Manager.
- Our aim is to provide the developmental needs for these children within our group.
- All children in the group, irrespective of their Special Needs, are encouraged wherever possible and appropriate, to participate in all the group`s activities.
- Our system of observation and record keeping, which operates in conjunction with parents, enable us to monitor children`s needs and progress on an individual basis.
- The needs and progress of children who have Special Educational Needs are monitored by our groups Special Educational Needs and Disabilities co-ordinator (SENDco).
- We work closely with the parents of all children to ensure that –
 - the group draws upon the knowledge and expertise of parents in planning provision for the child.
 - the child`s progress and achievements are shared with the parents
 - parent`s know the identity of the settings SENDco.
 - parent`s are aware of the arrangements for the admission and integration of children with Special Educational Needs.
- We work in liaison with relevant professionals and agencies outside the group to meet children`s specific needs.
- Our staff attend, wherever possible, in service training on Special Needs arranged by the Early Years Department or other professional bodies.
- The name of the SENDco is Caroline Statham, Tracey Woods and Emily Woods.
- Arrangements for the assessment of individual children – Caroline Statham and Tracey Woods
- Record keeping systems for children are Initial Assessments, Individual Education Plans (IEP) and an individual SEND folder to include observations and professional assessments and correspondence.
- The children with SEND will be offered a broad and balanced curriculum – see IEP, daily planning sheet.
- All IEP`s or individual assessments will be reviewed termly or when a target has been achieved, parents are informed about any achievements and next steps.
- Extra staff or resources will be provided for children with SEND within the group`s budget.
- We have excellent links between the pre-school and external agencies/professionals, including the Local Authority and Voluntary organisations.
- School transitions – our SENDco will contact the school to set up visits prior to the child leaving, these visits enable them to meet the child and discuss their individual needs, parents are also invited to these meetings, all relevant information and paperwork will be sent securely to the new school.