



Supporting children with special educational needs

At Stretton Pre-School we 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 Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- 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 parents and other agencies in meeting individual children's needs.
- 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 Co-ordinator (SENCO) and give their name to parents.

Our lead SENCO for both settings is Charlie Baxter (also EHA trained).

Additional SENCO trained staff are: Zoe Wainwright And Sarah Welch

- 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 co-ordinating 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 use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We work closely with the parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision 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 in connection with 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 planning, implementing, monitoring, evaluating and reviewing individual educational plans (EHCPs) for children with special educational needs.
- We ensure that children with special educational needs 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 the Early Years Action stages of the graduated response (stage 2 on Continuum of Needs).
- We have systems in place for working with other agencies through each stage of the, Early Help Assessment, Early Years Action Plus (stage 3 of Continuum of Need), Statutory Assessment and the Statementing process (stage 4 of Continuum of Need).
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and 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 a complaints procedure.
- We monitor and review our policy annually.

This policy was adopted by

Stretton Pre-School

On

21 December 2022

Date to be reviewed

Annually

Signed on behalf of the provider

E. Greenfield

Name of signatory

Emily Greenfield

Role of signatory

Chair person