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Play • Learn • Grow

Special Educational Needs and Disability Policy

The Special Educational Needs and Disability Code of Practice (2015) defines **special educational needs** as 'A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for him or her'.

First Step Pre-school Ltd will provide a positive and inclusive environment where all children can play, be offered experiences to enable them to develop and learn together, sharing opportunities and experiences.

First Step Pre-school Ltd will

- Follow The Special Educational Needs and Disability Code of Practice (2015)
- Ensure practitioners, parents/carers are aware of the policy and procedure.
- Identify the specific needs of children with special educational needs and disabilities and meet those needs through a range of SEND strategies.
- Work in partnership with parents/carers and other agencies in meeting individual children's needs.
- Monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

First Step Pre-school Ltd will have a SENDCO

- We designate a member of staff to be the Special Educational Needs and Disabilities Co-ordinator (SENDCO) and give his/her name to parents. Our SENDCO at Crossways Site, Charlotte Ross will attend all special needs training and work within the Code of Practice. She will also keep up to date files on all relevant information. She will liaise with the Manager/Deputy and the child's Key Person to make sure all relevant people are informed of each individual's situation.
- We ensure that the provision for children with special educational needs and disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.

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- We use a graduated approach for, assessing and responding to children's special educational needs and disabilities.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents/carers of children with special educational needs and disabilities to create and maintain a positive partnership.
- We ensure that parents/carers 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 disabilities and their families, including transfer arrangements to other settings and schools. This is only done once written consent is obtained from the parent/carer.
- We use a system of planning, implementing and reviewing through SEND support plans (SSPs) for children with special educational needs and disabilities.
- We provide resources to implement our Special Educational Needs and Disabilities Policy.
- We raise awareness of 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. SEND Support Plans reviews, staff and management meetings, parental and external agency's views, inspections and complaints, inclusion check lists and reflection tool kit. This information is collated, evaluated and reviewed on an ongoing basis.
- We acknowledge any dietary or medication requirements.
- We acknowledge additional languages (see Equality and Diversity Policy).
- We provide a complaints procedure.
 - We monitor and review our policy.
 - All records made in connection with children with SEND are stored securely and in accordance with GDPR.

This policy was adopted at a meeting of	First Step Pre-school Committee	name of setting
Held on	November 2021	(date)
Date to be reviewed	November 2022	(date)
Signed on behalf of the management committee		
Name of signatory		
Role of signatory (e.g. chair/owner)		