

SPECIAL NEEDS POLICY

We provide an environment in which all children, including those with special educational needs and disability (SEND), are supported to reach their full potential.

- We have regard for the DFE Special Education Needs and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with SEND.
- We support parents and children with SEND.
- We identify the specific needs of children with SEND and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's need.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Our Special Educational Needs Co-ordinator (SENCO) is Samantha Hearn, our Pre-School Deputy Manager. If parents or carers have any concerns or questions about their child's development, they should speak to her. Our Manager Wendy Powell is also SENCO trained if Sam isn't available.

- We ensure our provision for children with special educational needs is the responsibility of all members of our 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 provide information on our website for Oxfordshire County Council's **'Local offer for special educational needs'**.
- 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 SEN support. SEN support involves four stages: assess, plan, do and review. In cases of greater need, an Education, Health and Care (EHCP) Plan may be put in place if deemed appropriate after an assessment by the Local Authority.

- We liaise with other professionals involved with children with SEND and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with SEND.
- We use a system of planning, implementing, monitoring, evaluating and reviewing Early Years SEN Support and Outcome Plans for children with SEND.
- We ensure that children with SEND are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for working with other agencies through the Common Assessment Framework (CAF) at each stage, the SEN support system and EHC Plan.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEND.
- We provide resources (human and financial) to implement our SEND policy.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources, such as EHC Plan reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Websites and information:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

<http://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>

This Policy has been agreed by the Woodcote Pre-School Committee	
Signed by Manager of Pre-School:	

Signed on behalf of the Management Committee (role of signatory):	
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This Policy was reviewed/reprinted on: 08/08/2017
