

Woodcote Pre-School Group CIO

Supporting Children with Special Educational Needs Policy

Woodcote Pre-School provide an environment in which all children with special educational needs and disabilities (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEND.
- Our Pre-School is inclusive to all children with SEND.
- We support and involve parents and children, actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Our Special Educational Needs Co-ordinator (SENCO) is Wendy Powell. If parents or carers have any concerns or questions about their child's development, they should speak with her.

The SENCO works closely with our manager and other staff members and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.

- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEN support to ensure early identification of children with SEN.

- We use the graduated approach system to identify, assess and respond to children's SEN.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision-making processes.
- We provide parents with information on local sources of support and advice. SEN support involves four stages; assess plan, do and review. In cases of greater needs, an Education, Health and Care (EHCP) plan may be put in place if deemed appropriate, after an assessment is made by the Local Authority.
- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources 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 raise awareness of our special education provision via our website and our promotional materials.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g., action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated, and reviewed annually.
- We provide a complaints procedure.

This Policy has been reviewed and agreed by the Woodcote Pre-School Group CIO Management Committee.

Last Updated: March 2021

