

SEND Policy statement

White Rock Pre-school provides an environment in which all children, including those with special educational needs, are supported to reach their full potential.

Our designated Special Educational Needs Co-ordinator (SENCO) is **Louise Curtis**

- We have regard for the SEND Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational and disability needs.
- We support parents and children with special educational and disability needs (SEND).
- We identify the specific needs of children with special educational needs and disability and meet those needs through a range of SEND 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 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, responding and reviewing children's special educational needs.
- We work closely with 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 graduated approach of the assess, plan, do 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 transition 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 Development Learning Educational plans* (IDLPs) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, considering their levels of ability.
- We have systems in place for supporting children during the graduated approach, and Education, Health and Care needs assessment and plans.
- 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) where possible, to implement our Special Educational Needs Policy.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Autism trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Development Learning 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.
- We monitor and review our policy annually.