



## Supporting Children with Special Educational Needs Policy

St Marks Pre-school looks to provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

The pre-school:

- has regard for the Special Educational Needs and Disability Code of Practice (2014).
- has in place a clear approach for identifying, responding to, and meeting children's SEN.<sup>1</sup>
- supports and involves parents (and, where relevant, children), actively listening to and acting on their wishes and concerns.
- works in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- regularly monitors and reviews policy, practice and provision and, if necessary, makes adjustments.

### Procedures

St Marks Pre-school designates a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is: Meri Sutton.

The SENCO works closely with the Pre-school Manager and other colleagues. She has responsibility for the day-to-day operation of the Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.

The pre-school ensures that:

- the provision for children with SEN is the responsibility of all members of the setting.
- our inclusive admissions practice ensures equality of access and opportunity.
- a broad, balanced and differentiated curriculum is provided for all children.
- SEN support is implemented to ensure early identification of children with SEN.
- a graduated approach system (assess, plan, do and review) is applied in increasing detail and frequency to ensure that children make progress.
- parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision-making processes.
- where appropriate, the pre-school takes into account children's views and wishes in decisions being made about them, relevant to their level of understanding.
- parents are provided with information on local sources of support and advice, e.g. Local Offer, Information, Advice and Support Service.
- liaison and work with other external agencies is implemented to help improve outcomes for children with SEN.

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<sup>1</sup> This includes disabled children with special educational needs.

- there are systems in place for referring children for further assessment, e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- resources (human and financial) to implement the pre-school's Supporting Children with Special Educational Needs Policy can be made available.
- all practitioners are aware of the pre-school's Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. In-service training for parents, practitioners and volunteers will be made available.
- awareness of our special education provision is raised via our website in the form of a SEN report.
- the special educational needs provision is effective, by collecting information from a range of sources, e.g. action plan reviews, practitioner and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- a complaints procedure is provided.
- the pre-school's policy is reviewed annually.

**Further guidance**

- Early Years Foundation Stage Statutory Framework ( September 2014)
- Working Together to Safeguard Children (July 2018))
- Special Educational Needs and Disability Code of Practice (July 2014)
- Keeping Children Safe in Education (Sept 2018)

This policy was adopted at a meeting of the pre-school held on ..... (date)

Signed on behalf of the pre-school .....

Also see: Learning, Development and Assessment  
Valuing Diversity and Promoting Inclusion and Equality

Maintenance, Storage and Transfer of Records  
Working in Partnership with Other Agencies