

Sarratt Ducklings Pre-School

Special Educational Needs Policy

Sarratt Ducklings aims to provide an inclusive and broadly based education for all pupils by:

- We have regard for the DfEs Special Educational Needs Code of Practice (2014) and Equalities Act (2010)
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN 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.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is Mrs Brand.
- 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, 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 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 support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.

- We provide a broad, balanced, and differential curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating, and reviewing SEN support 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 Early Years. Assess, plan, do and review.
- We use a system for keeping records of the assessment, planning, provision, and review for children with special educational needs, this may include completing the IAELD.
- We provide resources to implement our Special Educational Needs Policy. We may apply for ENF through Herts County Council.
- We provide in-service training for parents, practitioners, and volunteers.
- 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 provision by collecting information from a range of sources e.g. SEN support 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.

Policy adopted by Sarratt Ducklings Management Committee

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