

Supporting Children with Special Educational Needs and Disability (Pre-school)

1. Our Policy Statement

We provide an environment in which all children, including those with Special Educational Needs and Disability (SEND), are supported to reach their full potential. This is in line with The Hamlet Charter.

- We have regard for the Special Educational Needs and Disability Code of Practice 2014(updated 2015).
- We ensure our provision is inclusive to all children with Special Educational Needs and disability.
- We support parents and children with special educational needs and disability.
- We identify the specific needs of children with special educational needs and disability 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.

2. Purpose of this policy and why we have it

'Providers must have arrangements in place to support children with SEN or disabilities. Maintained schools, maintained nursery schools and all providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs Code of Practice.' Statutory Framework for the EYFS DFE 2017
'The EYFS (Early Years Foundation Stage) seeks to provide equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported' EYFS DFE 2017

3. The scope of this policy

This policy is aimed at:

- Children attending Pre-school
- Parents/carers
- Staff
- Volunteers
- Placements
- Other professionals

4. How we will implement and monitor this policy

- We designate members of staff to be the Special Educational Needs and Disability Co-ordinator (SENDCO) and give his/her names to parents.
- The SENDCO is Tom Arger and Equality Named Coordinator (ENCO) is Jane Crane.
- We have additional practitioners with specialised training to support and advise parents of children who have Special Educational Needs/Complex health needs. (Lead Parenting Practitioner)
- We ensure that the provision for children with special educational needs and disability is the responsibility of all staff.
- We adopt 'A Graduated Approach' system for identifying, assessing and responding to children's special educational needs and disability as advised by the SEND Code of Practice 2015.
- We work closely with parents of children with special educational needs and disability to create and maintain a positive relationship.
- We ensure that parents are informed and involved 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 disability and their families, including in connection with transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs and disability.
- We use a system of planning, implementing, monitoring, evaluating and reviewing special educational needs and Support Plans
- We have systems in place for working with other agencies through each stage of the Family Support Plan, Early Help, Key Worker

Service, Statutory Assessment and the Education, Health and Care Plan process.

- We ensure the effectiveness of our special educational needs and disability provision by collecting information from a range of multidisciplinary teams and parents.

5. Legal References and Context (latest version)

Statutory Framework for the Early Years Foundation Stage

Special educational needs and disability Code of Practice for 0-25 years

General Data Protection Regulation

This policy should be read in conjunction with other relevant Hamlet policies and accompanying procedures.

Date approved by the Board: July 2020

Date of next review: 2022

Post holder(s) responsible for this policy: Early Years Manager

Signed by Chair of the Board of Trustees:



