



TCC Christian Pre School

Supporting Children with Special Educational Needs and Disabilities

We provide an environment in which all children, including those with special educational needs, SEND, are supported to reach their full potential.

- We have regard for the Special Educational Needs (SEN) and Disability Regulations 2014
- We ensure our provision is inclusive to all children with special educational needs and disabilities
- We support parents and children with special needs and disabilities
- We identify the specific needs of children with special educational needs 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 designate members of staff to be the Special Educational Needs Co-ordinator (SENCo) and give his/her name to parents.
- Our SENCo's are:- Terri Ward and Debbie Kirby
- We ensure that the provision for children with special educational needs and disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use a gradual response system for identifying, assessing and responding to children's special educational needs and disabilities.
- We work closely with parents/carers of children with special educational needs and disabilities to create and maintain a positive partnership, ensuring we take a child centred approach.
- 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 will liaise with other professionals involved with children with special educational needs and disabilities and their families, including transfer 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 health care plans (IHCP's) for children with special educational needs.

- We ensure that children with special educational needs are appropriately involved at all stages, taking into account their levels of ability.
- We provide resources (human and financial) to implement our Special Educational Needs and Disabilities Policy.
- We offer in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer e.g. sign language.
- We provide a language rich environment and provide visual and audio methods of communication.
- We use appropriate age/stage related language.
- We use simple signs to aid augmentative alternative communication (aac).
- We recognised speech, language and communication skills are a prime area of development.
- We regularly plan specific activities to encourage development in this area.
- We ensure effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Educational Healthcare Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints.
- We provide a complaints procedure.

English as an additional language (EAL) – we work with children/families using EAL providing appropriate resources in their language where practical and viable. We will obtain additional help if needed from outside agencies to communicate.

1.1 Child development 1.2 Inclusive practice 1.4 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
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Further guidance

- The Special Needs and Disability Regulations 2014
- Act (DCSF 2010)
- Working Together to Safeguard Children (2013)
- The Children Act 1989
- Equality Act 2010
- Reasonable adjustments for disabled pupils (2012)
- Supporting pupils at school with medical conditions (2014)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- The following sections of the Children's and Families Act (2014)

- Co-operating generally: governing body functions: Section 29
- Children and young people with SEND and no EHC plan; Section 29
- Children with SEND in maintained nurseries; Section 35
- Using best endeavours to secure special educational provision; Section 63
- SEN co-ordinators; Section 64
- Informing parents and young people; Section 68
- SEN information report; Section 69
- Duty of support pupils with medical conditions; Section 100

- The Statutory Framework for the Early Years Foundation Stage (2017)
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)

Other useful Pre-school Learning Alliance publications

- SEND Code of Practice for Early Years (2014)

Signed Manager

Date