



The Goslings Preschool

Registered Charity No. 1209514

Supporting Children with Special Educational Needs and Disabilities (SEND) Policy

The Goslings Preschool provide an environment in which all children with special educational needs and disabilities (SEND) are supported to reach their full potential.

Aims

1. We have regard for the Special Educational Needs and Disability Code of Practice (2014) and are compliant with the statutory requirements laid out in it.
2. We have in place a clear approach for identifying, responding to, and meeting children's SEND.
3. We include all children in our provision, using our best endeavours to achieve maximum inclusion and success for all of our children.
4. We support and involve parents and children, actively listening to, and acting on their wishes and concerns.
5. We identify the specific needs of children with SEND and meet those needs through a range of strategies.
6. We work in partnership with the local authority (Cheshire East) and other external agencies to meet children's needs and to ensure the best outcomes for children and their families. We make parents/carers aware of sources of information and advice, such as the local officer.
7. We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.
8. We meet our statutory duties.

Procedures

Our designated Special Educational Needs Coordinator (SENCO) is Michelle Alford.

Julie Harris (Preschool Manager) is our other member of staff designated SEN.

- If parents or carers have any concerns or questions about their child's development and support with additional needs, they should speak with their child's key person, or Michelle as SENCO.
- The SENCO works closely with all staff members and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs and Disability Policy, and for coordinating provision for children with SEN. We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- Children with SEN, like all other children, are welcome at The Goslings Preschool following an initial consultation between the parents/carers, the Preschool Manager, the SENCO and the committee to ensure that the preschool can adequately cater for the needs of the child. At this stage it may be necessary to identify whether any extra or different equipment/aids etc. would be beneficial or necessary for the child and to see whether staff training is needed to accommodate the child's specific needs.

- We ensure that our inclusive admissions practice ensures equality of access and opportunity. Upon arrival to the preschool, parents are asked to complete a registration form detailing medical concerns or other relevant information, which may be used to identify SEN.
- Records will be kept of concerns expressed by parents regarding the development and progress of their child, which will be stored in a locked filing cabinet for the appropriate retention period. We always encourage parents to share their views, concerns, knowledge and understanding of their child with us.
- We provide a broad, balanced and differentiated curriculum for all children and children with SEN work alongside other children, having full access to the curriculum.
- We apply SEN support to ensure early identification of children with SEN. We recognise that children will progress at different rates from each other during their journey with us, and that children progress at different rates during different stages of their development; for example, they may not show much 'observable' progress at 3 years old, but then progress very quickly at 4 years old. However, as a preschool, we are aware when a child is not making reasonably expected progress, either generally or in a specific aspect of learning. Staff will make observations and note concerns which are shared with parents/carers.
- We use the graduated approach system to identify, assess and respond to children's SEN. We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision-making processes.
- The preschool works closely with parents to discuss possible steps of action, including:
 - 1:1 working with the child in the area of difficulty (ratio permitting).
 - Differentiate learning activities and prepare new learning experiences.
 - Present information in a different way.
 - Focused small group time.
 - Parents and staff working together.
 - May involve other agencies with permission from parents.
- With parental consent, details of any actions taken to help a child are recorded in a plan which is drawn up by the SENCO in consultation with the parents and other staff, outlining short-term goals that will be regularly reviewed (6 weeks) by the SENCO and shared with the parents. This action may resolve the difficulty and no further help may be needed. If, however, the planned interventions do not enable the child to make satisfactory progress, the preschool's SENCO may need to seek external advice and support (e.g. regional SENCO, health visitor, specialist teachers, speech and language therapists) depending upon the nature of the difficulty. If we do not have the consent of the parents, no further action can be taken.
- We provide parents with information on local sources of support and advice. SEN support involves four stages; assess plan, do and review. In cases of greater needs, an Education, Health and Care (EHCP) plan may be put in place if deemed appropriate, once an assessment has been made by the local authority.
- We liaise and work with other external agencies to help improve outcomes for children with SEN. This may necessitate external agencies attending the setting from time to time.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.

- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN.
- We raise awareness of our special education provision via our website and our promotional materials.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g., action plan reviews, staff and management meetings, parental and external agency's views, inspections and any complaints. This information is collated, evaluated, and reviewed annually.
- We provide a complaints procedure.

This Policy has been reviewed and agreed by The Goslings Management Team and Parental Committee.