



Equality of Opportunity

Supporting children with special educational needs and disabilities.

Policy statement

In line with the new SEND Code of Practice (September 2014, updated May 2015) this policy sets out how we at Padbury Pre-school implement best practice to ensure the highest possible care for those children with SEND (with needs additional to or different from their peers) and their families. Padbury Pre-school has signed up to the Local Offer.

Our aim is to be fully inclusive to all children and their families no matter what their level of ability is. We will work to put in place plans to enhance each child's time with us. In order to meet the needs of each child in our care and their family, we will coordinate our own input with those from any relevant outside agencies, as well as signposting parents or carers to others who may be able to support them, such as speech and language therapists, children's centres etc. To achieve the best possible outcomes for children with SEND and their families we aim to use timely interventions in order to encourage and promote every child to reach their full and highest potential. We ensure that our service is fully assessable. The building has disabled access toilets. Our designated Special Educational Needs co-ordinator: **Sonya McVeigh** regularly attends training to ensure that Padbury Preschool are up to date with the latest regulations and are fully equipped to implement any support that is needed. The setting ensures that all staff are aware of any SEND children in the setting and their individual needs and targets. All staff members attend regular training, such as safeguarding and individual planning to enable them to fully support each child. We plan to further develop our setting by continuing to maintain and develop links with other services and agencies and by staff continuing to develop their own knowledge and understanding by attending training courses.

Padbury Preschool Special Educational Needs & Disability Policy

- We provide an environment in which all children, including those with special needs, are supported to reach their full potential.
- We ensure that our environment is inclusive to all children including those with special needs.
- We support children with SEND and their families.
- We identify and then provide individual support for each child with SEND, through a range of SEND Strategies.
- We work in partnership with parents/carers and other agencies in meeting the individual needs of each child.
- We monitor and review our policy, practice and provision and if and where necessary make adjustments.

Key themes and commitments

Procedures

We designate a member of staff to be the Special Educational Needs Coordinator (SENCO) and give their name to the parents. Our SENCO is Sonya McVeigh. A member of the committee is also responsible for SEND & this work is overseen by Claire McHenry our nominated person.

We ensure that the provision for special educational needs is the responsibility of all staff in the setting and the SENCO ensures that all staff is aware of any children with SEND and any individual targets that they may be working towards (targeted interventions).

We ensure that our inclusive admissions practice ensures equality of access and opportunity.

We work closely with the parents/carers of children with SEND to create and maintain a positive partnership.

We ensure that parents/carers are kept informed at all stages of assessment, planning, provision and review of their children's education.

We provide parents/carers with information on independent advice and support.

We liaise very closely with other professionals involved with children with SEND and their families including transition to other settings and schools.

We work closely with the early year's advisor.

We provide a broad, balanced and differentiated curriculum for all children with special needs.

We implement a system of planning, implementing, monitoring, evaluating and reviewing targeted interventions for each individual child with SEND gaining input and information from parents and outside agencies to ensure that each child has the opportunity to reach their full potential.

Recording evidence for these targeted interventions is the responsibility of all staff in the setting. Targeted interventions are reviewed and evaluated during meetings with parents/carers and new targets are agreed and implemented.

We try to ensure that all children with SEND are involved at all stages taking into account their level of ability.

We provide resources both material and financial, where possible applying for any relevant funding, to implement our Special Educational Needs Policy.

We ensure the effectiveness of our SEND policy by regularly holding staff and committee meetings.

We monitor and review the policy at regular intervals.

This policy was adopted at a meeting of	<u>Padbury Pre-school</u>	name of setting
Held on	<u>22.04.24</u>	(date)
Date to be reviewed	<u>22.04.27</u>	(date)
Signed on behalf of the committee	<u>C. McHenry</u>	
Name of signatory	<u>CLAIRE McHenry</u>	
Role of signatory (e.g. chair/owner)	<u>REGISTRATION SECRETARY</u>	