HETTY PRESCHOOL

Special Educational Needs/Disability Policy

Statement of intent

We provide an environment in which all children are supported to reach their full potential.

Aims

- We have regard for the DfES Special Educational Needs Code of Practice.
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs (SEND)/disabilities.
- We identify the specific needs of children with SEND/disabilities and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.
- We support children in house with speech and language using Wellcomm , Elklan promgrames.

Methods

- We designate a member of staff to be special educational needs co-ordinator (SENCO) and give his/her name to parents. Our SENCO is Mrs Bowes who also works closely with the School SENCO.
- We provide a statement showing how we provide for children with SEND/disabilities.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEND/disabilities 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 provide speech and language in house with a level 3 trained key worker , if a child is more than twelve months delayed in there speech and language development we will liaise with parents and then make a written referral to speech and language professionals only with consent from parents
- We liaise with other professionals involved with children with SEND/disabilities and their families, including transfer arrangements to other settings and schools.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We provide a broad and balanced curriculum for all children with SEND/disabilities.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing this process is over seen by Mrs Bowes.
- We ensure that children with SEND/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEND/disabilities.
- We provide resources (human and financial) to implement our SEND/disability policy.
- We ensure the privacy of children with SEND/disabilities when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton. Speech and language level 3, Sign Language up to level 5.
- We ensure the effectiveness of our SEND/disability provision by collecting information from a range of sources e.g. Local offer information web site,www.localoffer.uk 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.

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This policy was adopted at a meeting of HETTY Staff & HETTY Trustees

Pre School	**HETTY (Hoole Enterprise Trust Time For You)**