



## Special Educational Needs and Disability Policy

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**Our pre-school aims to conform to the DfES Code of Practice 2004 and the SEND Code of Practice 2015 on the Identification and Assessment of Special Educational Needs (SEN) and Disabilities.. It is our aim to provide a welcome and appropriate learning opportunity for all children.**

- Working under the **Core Standards**, children with special needs are admitted after consultation between parents, pre-school leader and SENCO of the pre-school. Everyone covered by the Code has duties in relation to disabled children under the Equality Act 2010. We will not discriminate and we will make reasonable adjustments to meet a child's needs.
- Many children who have Special Educational Needs may have a disability under the Equality Act 2010 that is '... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities...' Sensory impairments eg sight or hearing, long term health conditions eg asthma, diabetes, epilepsy and cancer.
- Our system of observation, planning, evaluating, reviewing and record keeping, operates in conjunction with parent partnerships. This enables early identification of need and early intervention to support them by monitoring children's needs and progress on an individual basis. For children with SEN 'Individual Support Plans' give specific targets to measure progress.
- If it is felt that a child's needs cannot be met in the pre-school without the support of a one-to-one worker, funding will be sought to employ one. The Graduated Response System and a Education Health & Care Plan would be set up depending on the severity of the child's level of need. This would be supported by the Area SENCO, additional funding (Inclusion Fund & Disability Access Fund) would be applied for where appropriate.
- We work in liaison with other professionals; including the Integrated Therapy Service, health visitors, Educational psychologists, social workers, paediatricians, Portage workers, Area SENCO and Early Years Advisor's to meet children's specific needs. When Pre-school is aware of Multi agency meetings, such as; MAISEY and ARCHEY, the Pre-School SENCO or Pre-School Leader will make arrangements to attend.

**MAISEY**

= **M**ulti-**A**gency **I**dentification & **S**upport in the **E**arly **Y**ears. A meeting where early years practitioners meet and ensure connections are made between other professionals. Where one profession can ask another to be involved should parents wish for this to happen.

**A**RCHEY = **A**ction **R**eview for **C**hildren in the **E**arly **Y**ears. Identifying those children at risk of developing Special Educational Needs, particularly social / emotional and language needs.

The Senco of the setting ensures that staff are kept up to date with SEN training and statutory legislation.

**SENCO = Emma Chant, Deputy Supervisor**