



1.17 Supporting children with special educational needs

Issue	Issue date	Summary of change
1	July 2019	Pg.1 Change from Deputy, Jenna Kirk to Pre-school Leader until new Deputy is appointed.

Policy statement

Buttercups Pre-school provides an environment in which all children with special educational needs, are supported to reach their full potential.

We have regard for the Special Educational Needs and Disability Code of Practice (Jan 2015) and identifying the specific needs of children with SEN and then meeting these needs through a range of SEN strategies. Children with special needs, like all other children, start at Pre-school after consultation between Parent/carers and the Setting Leader or Deputy which involves completing both an enrolment form and a 'Starting Points' form.

Our aim is to provide for the developmental needs of each child in the group irrespective of their special need. Every child is encouraged and supported, where possible and appropriate, to participate in the group's activities. Progress is monitored through observations, record keeping and consultation with parent/carers. We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with special educational needs and their families at all times.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is:
Currently the Pre-school Leader. The role will be shared until a new Deputy is fully inducted and competent in this area.
- The SENCO works closely with all colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We will use the graduated response system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children with special educational needs and disabilities progress.

- Buttercups works closely with the parents of children with special educational needs to create and maintain a positive partnership. We will ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education and are included in all decision-making processes.
- We will provide parents with as much information on sources of independent advice and support as possible. This will include local support and advice for example The Local Offer.
- Wherever possible we take into account children's views and wishes in decisions being made about them, relevant to their age and level of understanding.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools. We have systems in place for referring children for further assessment e.g. Family Support Process, Early Help Assessment and Education, Health and Care (EHCP) assessment.
- Buttercups will provide a broad, balanced and differentiated curriculum for all children with special educational needs. This includes using a system of planning, implementing, monitoring, evaluating and reviewing support plans for children with special educational needs.
- We ensure all staff are aware of our Supporting children with special educational needs policy and the procedures for identifying, assessing and making provision for children with special educational needs and disabilities.
- We have a complaints procedure (1:9).
- We monitor and review our policy annually.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE& DoH 2015)

This policy was adopted by

Buttercups Pre-school

On

24th April 2020

Date to be reviewed

24th April 2021

Signed on behalf of the provider

Name of signatory

Jo Reed

Role of signatory (e.g. chair, director or owner)

Chair person

Staff/Committee member	Date Read	Signature
Sue Fuller	24 th April 2020	
Kim Harrod		
Zoe Hornigold		
Charlotte Chilvers		
Marie Patmore		