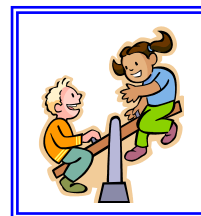




St Paulinus Pre-School

St Paulinus Centre,
Hillcrest Road,
Marlpit Hill,
Edenbridge,
TN8 6JS



SEND Policy Supporting Children with Special Educational Needs and Disabilities

Policy Statement

We provide an environment in which all children with Special Educational Needs and Disabilities (SEND) are supported to reach their full potential.

We have regard for the Special Educational Needs and Disability Code of Practice 0-25 years 2015 (especially chapter 5, Early Years).

We use the Statutory Framework for the Early Years Foundation Stage (EYFS). We have in place a clear approach for identifying, responding to, and meeting children's SEND.

We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.

We work in partnership with our Kent local authority and other external agencies to ensure the best outcomes for children with SEND and their families.

We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

For group provision: We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is: **Ruth Hasson**

The SENCO works closely with our Manager **Lee Gasson** and other colleagues and has responsibility for the day-to-day operation of Supporting Children with Special Educational Needs and Disabilities Policy and for co-ordinating provision for children with SEND.

We ensure that the provision for children with SEND 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 apply SEND support to ensure early identification of children with SEND.

We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.

We use Early Years Best Practice Guidance and audit tools [these are used as working documents] It is a Kent document that has been developed by the Specialist Teaching Service and Early Years Advisers to provide advice and guidance to Early Years Practitioners on how children can achieve their potential by supporting good practice at a universal level.

Individual children have SEND needs at a targeted level and then a personalised level. Each level is designed to build on the previous level. Areas covered are; Communication and Interaction, Cognition and Learning. Social Emotional and Mental Health, Physical/Sensory needs.

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

We, where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.

We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.

We liaise and work with other external agencies to help improve outcomes for children with SEND.

We use Early Years Foundation Stage, targeted planning and personalised plans to ensure children with a SEND need are fully supported within our setting.

We have systems in place for referring children for further assessment e.g. Local Inclusion Forum Team (LIFT), Speech Therapy referral, Early Help, Education Health and Care (EHC) assessment.

We apply for Special Educational Needs Inclusion Fund (SENIF) and Disability Access Fund (DAF) to provide resources (human and financial) to help support SEND children within our setting.

We ensure that all St Paulinus staff are aware of our Supporting Children with Special Educational Needs and Disabilities Policy and the procedures for identifying, assessing and making provision for children with SEND. We provide in-service training for practitioners and volunteers.

We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff 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.

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 2014)