



Supporting Children with Special Educational Needs or Disabilities Policy

Windmill Under 5s, Lacey Green and Loosely Row Sports Club, Main Road,
Lacey Green, Princes Risborough HP27 0PL
Registered charity no: 1026976

Version Control

Version	Date	Author	Comments
1.0	30.11.2017	Rachael McComish	<ul style="list-style-type: none"> • Updated format and introduction of version control • Changed job titles in light of recent changes to organisation • Updated frequency of policy review to annually • Updated names of our other policies referenced in this document
1.1	22.01.2018	Rachael McComish	<ul style="list-style-type: none"> • Clarified wording around resources available to support our policy, increased reference to disabilities, updated title of SENDCo and reference to Equalities Act. • Qualifications folder available on request rather than in the foyer

Reviews and Approvals

Policy adopted :	29 September 2010 by Windmill Under 5s Management Committee	
It was last updated:	22 February 2018	
It will be reviewed:	Summer Term (June) 2018	
Signed & dated:	Laura Chapman	Laura Chapman – Chairperson on behalf of the Management Committee

Safeguarding and Welfare Requirement: Equal Opportunities

Providers must have and implement a policy, and procedure to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

Equal Opportunities

30. Supporting Children with Special Educational Needs or Disabilities

Policy statement

Windmills provides an environment in which all children, including those with special educational needs and/or disabilities (SEND), are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014) and the Equality Act 2010.
- We ensure our provision is inclusive to all children with special educational needs and/or disabilities.
- We support and involve parents/carers (and, where feasible, children), actively listening to, and acting on their wishes and concerns.
- We identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of SEND strategies.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.
- We monitor and review our policy, practice and provision and, if necessary and feasible, make reasonable adjustments.
- We recognise this could be the first time a parent becomes aware that their child may have special educational needs or that they may need additional support. We will help the parent through this process as best we can right through to school.

Procedures

- We designate a member of staff to be the Special Educational Needs and Disabilities Co-ordinator (SENDCo) and display their name in our foyer. Our SENDCo is: **Rosie Farquharson**
- Rosie is SENDCo trained and holds other relevant qualifications which can be viewed in the training Qualifications Folder available on request. Lucy Rippon is also SENDCo trained.
- The SENDCo works closely with our Practice Manager and other staff members and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs or Disabilities Policy and for co-ordinating provision for children with SEND.
- The provision for children with special educational needs and/or disabilities is the responsibility of all members of the Pre-school.
- 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 SEN support to ensure early identification of children with SEN.
- We use the graduated approach system (assess, plan, do and review), applied in increasing detail and frequency to ensure that children progress.
- We work closely with parents/carers of children with special educational needs and/or disabilities to create and maintain a positive partnership.
- We ensure that parents/carers are involved in all stages of the assessment, planning, provision and review of their children's education, including all decision making processes.
- Where appropriate, we take into account children's views and wishes in decisions being made about them, relevant to their level of understanding.
- We provide parents/carers with information on local sources of support and advice e.g. Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SEND IAS) Service.
- We liaise and work with other external agencies and professionals involved with children with special educational needs and/or disabilities and their families to help improve outcomes for the children, including transfer arrangements to other settings and schools.
- We have systems in place for referring children for further assessments e.g. Early Help Assessment and Education, Health and Care Plan (EHC).
- If required, and where possible we provide resources to implement our Supporting Children with Special Educational Needs and Disabilities Policy.
- We ensure that all 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 raise awareness of our SEND provision via our website and/or promotional materials.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources, e.g. action plan reviews, staff and management meetings, parental and external agencies' reviews, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually, sooner if needed.

Please refer to our Valuing Diversity, Promoting Inclusion and Equality Policy, Promoting Positive Behaviour Policy, Transition and Transfer of Records Policy, Fire Safety, Emergency Evacuation and Lockdown Policy and Making a Complaint Policy for more information.

Legal framework

Equality Act 2010 (protected characteristic of Disability)

Early Years Foundation Stage Statutory Framework (DfE 2014)

Working Together to Safeguard Children (DfE 2015)

Special Educational Needs & Disability Code of Practice (DfE & DoH 2014 revised 2015)