**Our policy reflects the requirements of the EYFS 2024,** 1.11, 1.12, 2.3, 2.4, 3.61

**Policy statement**

We provide an environment in which all children, including those with special educational needs and disabilities are supported to reach their full potential.

* We follow the stipulations of the SEND Code of Practice 2015 and Cornwall’s SEND Graduated Response document (May 2020).
* We ensure our provision is inclusive to all children with special educational needs and disabilities.
* We support parents and children with special educational needs and disabilities.
* We identify the specific needs of children with special educational needs and meet those needs through a range of SEND strategies.
* We work in partnership with parents and other agencies in meeting individual children's needs, parents participate fully in the decision making process.
* We monitor and review our policy, practice and provision and, if necessary, make adjustments.
* Our nurturing environment encourages children to value and respect others. Difference is celebrated as children play with a wide variety of resources and activities that illustrate our diverse community
* The Play Leader, Deputy and Committee are clear about their responsibility to challenge inappropriate attitudes and practices.
* The Institute Hall has a ramp and is therefore accessible to all, the toilet facilities are accessible to all.

**Procedures**

* We designate a member of staff or a team of staff working in partnership to be the Special Educational Needs Co-ordinator/s (SENCO) and give her name/s to parents. Our SENCO is Jannah Stephens.
* We ensure that all staff take responsibility for the provision for children with special educational needs.
* We ensure that our inclusive admissions practice ensures equality of access and opportunity.
* We use a graduated approach for identifying, assessing and responding to children's special educational needs; assess, plan, do, and review.
* We work closely with parents of children with special educational needs to create and maintain a positive partnership.
* We ensure that parents are informed at all stages of the assessment, planning, ‘do’ (provision) and review of their children's education.
* We provide parents with information on sources of independent advice and support through reference to the ‘Local Offer’.
* We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
* We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
* We use a system of planning, implementing, monitoring, evaluating and reviewing individual plans for children with special educational needs and abilities. We carry out an annual audit of our provision in this area and act upon our findings.
* We use visual aids in the setting with all children. Timeline, visual timetable, traffic light system. We may also use a now/next board with some children.
* We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their stage of development.
* We have systems in place for supporting children through a ‘Graduated Approach’ including systems to support children with more complex needs who may benefit from following an Education, Health and Care Plan (EHC).
* We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
* We provide resources (human and financial) to implement our Special Educational Needs Policy.
* We provide in-service training for parents, practitioners and volunteers.
* We raise awareness of any specialism the setting has to offer. Members of our staff have attended ADHD, ASD, Down’s Syndrome, sensory processing and speech and language training, emotion coaching, thrive to five, and Makaton or BSL training. Our SENCO regularly attends local SENCO network meetings, with other staff also attending if relevant to their role and training needs.
* We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g., Individual plan reviews, 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 | Portreath Pre-School |  |
| Held on | 23.04.2018 |  |
| Last reviewed and amended | 24/06/2024 |  |