

17. Special Educational Needs and Disability Policy

Version number	Dates produced & approved	Reason for production & revision	Author	Locations	Proposed next review date
V1.0	Jan 2010	First adopted	Committee	Dropbox.com	
V2.0	Jul 2016	Reviewed and updated	C Timbrell	Dropbox.com Website	Jul 2017
V3.0	Sept 2017	Comprehensive review & update	K Coupe & M Pegler-Richards	Dropbox.com Website	Sept 2018
V4.0	Jan 2019	Reviewed, changed SEND co-ordinator	E Sellers * R Clare	Dropbox.com Website	Jan 2020
V5.0	29 Apr 2019	Reviewed in line with Keeping Children Safe in Education 2018	K Coupe & E Roberts	Dropbox.com Website	Apr 2020
V6.0	2 Nov 2020	Reviewed, updated	R.Powell	Dropbox.com Website	Nov 2021
V7.0	25 Apr 2022	Updated as follows: • reference to Keeping Children Safe in Education (Sept 2021) • Inclusion of list of policies & procedures as per GSCP section 175/157 safeguarding audit 2022	K Coupe & R Burton	Dropbox.com Website	May 2024

Statement of Intent

North Nibley Pre-school provides an environment in which all children, including those with special educational needs and disabilities (SEND), are supported to reach their full potential.

Aim

- We have regard for the Department for Education (DfE) Special Educational Needs and Disability Code of Practice 0-2 (Jan 2015) and the DfE Early Years guide to the 0-25 SEND Code of Practice (Sept 2014)¹.
- We acknowledge our duties under the Equality Act 2010 and ensure that we do not discriminate against, harass or victimise disabled children, making reasonable adjustments in our setting.
- We include all children in our provision.
- We provide practitioners to help support parents and children with SEND.
- We identify the special needs of children with SEND 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.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

¹ In line with Part 3 of the Children's and Family Act 2014

- Recognise each child's individual needs through gathering information from parents and others involved with the child on admission and through observation and assessments.

Methods

- We designate a member of staff to be Special Educational Needs and Disability Co-ordinator (SENDCO), **Rebecca Powell**, and give her name to parents. She monitors all children at North Nibley Pre-school identifying individual needs.
- Our SENDCO undertakes regular and relevant training and receives support and guidance from various organisations as required.
- We ensure all staff understand their responsibilities to children with SEN and disabilities and have regard to guidance given in the special educational needs and disability code of practice 2014.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting, working in partnership to an agreed outcome/aim. With the SENDCO advising and supporting colleagues.
- We ensure that our inclusive admissions practice ensure equality of access and opportunity.
- We encourage, whenever possible and appropriate, full participation in activities and adapt/modify activities where/when needed.
- We operate a key worker system and key work time daily to ensure quality interactions and specific opportunity for observing areas of development or concern.
- We complete seasonal reviews and observations which are recorded by key workers and evaluated by the Playleader to ensure continuous child development and progression. Through this monitoring system we continually evaluate the effectiveness of our provision, level of opportunity and involvement for all our children and ensure we provide quality adult to child interactions.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEND to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education, and that their insights inform action taken by the setting.
- Hold review meetings with parents at the agreed times and agree any changes or adjustments to support.
- We provide parents with information on sources of independent advice and support and acquire their permission and explain the process involved in sharing information.
- We liaise with other professionals involved with children and SEND and their families, including transfer arrangements to other settings and schools.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We provide a broad and balanced curriculum for all children with SEND.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use the Gloucestershire graduated pathway of planning, implementing, monitoring, evaluating and reviewing individual My Plans/MyPlan+ for children with SEND.
- We ensure that children with SEND are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

- We ensure the privacy of children with SEND when intimate care is being provided.
- Raise awareness of any specialism the setting has to offer (e.g. Makaton trained staff)
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources, eg. My Plan reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a two year check where the keyworker will provide parents/carers with a summary of their child's progress, focusing on communication and language, personal social and emotional development and physical development which will enable the staff to identify any strengths and any areas where development maybe slower than expected.
- North Nibley Pre-school has a complaints procedure which is available to parents (via website).
- We monitor and review our policy as required or in line with current legislation and advice.

Related Legislation

- Children and Families Act 2014
- SEND Regulation 2014
- Keeping Children Safe in Education 2021 (DfE updated 1 September 2021)
- Special educational needs and disability code of practice 0-25 years (Jan 2015)

Associate policies and procedures

- No 6 : complaints procedure