

Ugborough and Bittaford Pre-School

Special Educational Needs Policy

Ugborough and Bittaford Pre-School, and Breakfast and After School Club provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

☐ We have regard for the DfE Special Educational Needs Code of Practice (2001).

We ensure our provision is inclusive to all children with special educational needs.

We support parents and children with special educational needs (SEN).

We identify the specific needs of children with special educational needs and meet those needs through a range of SEN 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.

EYFS key themes and commitments:

A Unique Child Learning and Development 1.1 Child development 1.2 Inclusive practice 1.4 Health and well-being

Positive Relationships 2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person

Enabling Environments 3.2 Supporting every child 3.3 The learning environment 3.4 The wider context 4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is Tania Barretto

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 use the graduated response system for identifying, assessing and responding to children's special educational needs.

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, provision and review of their children's education.

We provide parents with information on sources of independent advice and support.

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 educational plans (IEPs) for children with special educational needs.

We work in close partnership with the School, together with local and national agencies to promote the well-being of children. All information shared about children and families with other agencies is treated as confidential and is only shared with consent from all agencies involved.

This policy was adopted at a meeting of _____ name of setting

Held on _____ (date)

Date to be reviewed _____ (date)

Signed on behalf of the management
committee

Name of signatory

Role of signatory (e.g. chair/owner)
