

# Dartmouth Pre-School

## Special Educational Needs/Disability Policy

### Statement of Intent

We provide an environment in which all children are supported to reach their full potential.

### Aims

- We have regard for the DfES Special Education Needs and Disabilities (SEND) Code of Practice (September 2014), and the Children and Families Act 2014.
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs (SEN)/disabilities.
- We identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

### Methods

- We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give her name to parents. **Dartmouth Pre-school SENCO is Pam Reeves.**
- We provide individual educational plans showing how we provide for each child with SEN/disabilities.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is, as far as possible, suitable for children with disabilities.
- We work closely with parents of children with SEN/disabilities 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 SEN/disabilities, 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, balanced and differentiated curriculum for all children with SEN/disabilities to meet their individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN/disabilities.
- We ensure that children with SEN/disabilities are appropriately involved at all stages

of the graduated response, taking into account their levels of ability.

- We use a system for keeping records of the assessment, planning, provision and review of children with SEN/disabilities.

- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.

- We provide in-service training for practitioners and volunteers.

- We raise awareness of any specialism the setting has to offer.

- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources, e.g. IEP reviews, staff and management meetings, parental and external agency views, inspections and complaints. This information is collated, evaluated and reviewed annually.

- We provide a complaints procedure.

- We monitor and review our policy annually.

Approved		
Amanda Liscombe, Chair of Committee		
Adopted on <b>21/03/2016</b> Review Date <b>21/03/2017</b>		

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