



7. SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

We strive to provide a broad and balanced curriculum for all children. The Early Years Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the Pre-School. These requirements are likely to arise as a consequence of a child having Special Educational Needs or Disabilities (SEND).

Partnerships with parents

At Forest Row Pre-School we carry out regular observations as part of our routine assessment of the children in our care. If at any point our observations raised a SEN concern about a child we would initially speak to the parents. If it were agreed with the parent that their child could benefit from more support, then a plan would be put together.

We work closely with parents in the support of those children with SEND. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with SEND. Good communication is key when working with parents to form strong trusting relationships. Parents will be included and encouraged to be involved in all stages of the SEND process.

Special Educational Needs

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

A child has a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age.
- (b) have a disability which prevents or hinders the child from making use of educational facilities of any kind generally provided for children of the same age in schools within the area of the same Local Education Authority (LEA).
- (c) is under five and falls within the definition at (a) or (b) above or would do so if special educational provision was not made for the child.

We have a nominated member of staff who has the role of special educational needs coordinator (SENCO).

The SENCO’s responsibilities include:

- Ensuring liaison with parents and other professionals in respect of children with special educational needs.
- Seeking support, advice and guidance to assist with planning for a child.
- Accessing relevant training to meet the needs of an individual child.
- Advising and supporting other practitioners in the setting.
- Working with other staff to produce a setting-based support plan.
- Reviewing and updating Individual Plans for a child, with their Key Person
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.
- Reviewing the SEND policies and procedures annually.
- Reviewing and updating the settings Local Offer annually. (This can be viewed under Forest Row Community Pre-school’s website under ‘Our Policies’ at www.forestrowpreschool.co.uk)

SEND Provision

- Provision for children with SEND is a matter for everyone in the setting.
- The Supervisor has responsibility for ensuring appropriate provision for children with SEND.
- The SENCO, working closely with the Supervisor has responsibility for the operation of the SEND policy and for co-ordinating provision for children with SEND.
- All staff should be involved in identifying, assessing and making provision for children with SEND.
- The decision to request help from an external agency will only be made after the SENCO consulting with colleagues and the parents of the child.
- The SENCO must be allocated time to fulfil their role when necessary.

Date Prepared	Reviewed	Next Review
	June 2015	June 2016
	February 2016	February 2017
	November 2016	November 2017
	November 2017	November 2018

Chair of the Committee’s signature:

Supervisor’s signature:

Deputy’s signature:

Date: