**St Joseph’s Pre-school Playgroup**

**Special educational needs/disability policy**

**Statement of intent**

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

**COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2014 and has been written with reference to the Equality Act 2010.

We have a named SENCO: Chloe Standing who has achieved the NCFE cache level 3 award for Special Educational Needs Coordinators in Early Years settings and has attended relevant training co-ordinated by BHISS. They are responsible for ensuring that all children’s needs are met. We liaise regularly with outside agencies including BHISS. [Brighton & Hove Inclusion Support Service (BHISS) (brighton-hove.gov.uk)](https://www.brighton-hove.gov.uk/directories/special-educational-needs-and-disability-send-support/brighton-hove-inclusion-support-service-bhiss)

**Definition of Special Educational Needs (SEN)**

“Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them” as defined by the SEND Code of Practice 2014 for those who have Special Educational Needs and disabled children.

**Introduction**

This policy is in line with the SEND Code of Practice 2014 and Equality Act 2010.

**Aims and values**

* We believe all children are entitled to an education that enables them to:
* achieve the best possible educational and other outcomes, and
* become confident young children with a growing ability to communicate their own views, ready to make the transition into compulsory education
* We are an inclusive setting and welcome all children to our provision
* 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.
* We ensure that the provision for children with SEN/disabilities is the responsibility of all staff at 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

**Identification of children with Special Needs**

* Parents or other agencies may inform us about concerns about a child’s development. Staff may also become aware that a child is experiencing difficulties through their observations and monitoring. Many early concerns respond to the general strategies that we use to help children with their learning. If a child does not make progress despite this support, further action is taken, such as a referral to an outside agency such as Speech and Language Therapy or BHISS.
* Children’s SEN are generally thought of in the following four broad areas of need and support:
* communication and interaction
* cognition and learning
* social, emotional and mental health
* sensory and/or physical needs

**The graduated response**

We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education. We start by having an informal conversation with parents then produce and discuss a draft SEN Support Plan (which sets out where we feel the child’s difficulties are, our proposed response and plans for helping the child overcome those difficulties, including access to outside agencies as appropriate). We use an ‘assess, plan, do, review’ process whereby we consider what the child can do now, plan activities to support them to improve in the identified areas of need (recorded on an SEN Support Plan), carry out the activities and review progress at regular intervals.

* We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response (see below for an explanation of this), taking into account their levels of ability. As appropriate, we include children’s wishes when drawing up action plans to support them. This may take the form of asking children what their favourite activities are and incorporating these wishes into their SEN Support Plan
* We provide parents with information on sources of independent advice and support such as AMAZE (a support service for families with children who have Special Educational Needs) on request [for families with disabled children and young people in Sussex - Amaze (amazesussex.org.uk)](https://amazesussex.org.uk/)
* We liaise with other professionals involved with children with SEN/disabilities and their families, including relevant staff involved with transfer arrangements to other settings and schools.
* We provide a broad and balanced curriculum for all children with SEN/disabilities.
* We plan individually to meet all children’s needs and abilities.
* We use a system of planning, implementing, monitoring, evaluating and reviewing SEN Support Plan for children with SEN/disabilities.
* We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
* We provide resources (human and financial) to implement our SEN/disability policy. BHISS (Brighton and Hove Inclusion Support Service) may fund additional support where necessary
* We try to ensure the privacy of children with SEN/disabilities when intimate care is being provided whilst ensuring our Safeguarding procedures are followed.
* We enable staff to access training provided by the local Early Years team and BHISS where possible
* We ensure the effectiveness of our SEN/disability provision by undertaking an SEN review annually
* We have a complaints procedure which all parents have been informed about
* We monitor and review our policy annually

**Education, Health and care needs assessment (EHCNA)**
Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care needs assessment . The purpose of an EHCNA is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

Signed on behalf of St Joseph’s Pre-school Playgroup Limited:

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Name Chloe Standing

Role: Manager

Date: 28.09.23