



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (“SEND”) POLICY

Policy statement

We provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2015).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with special educational needs at the earliest opportunity 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.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is: Kellie Ferguson
- The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- We ensure that all our staff are aware of our Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN.
- 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 approach system for identifying, assessing and responding to children's special educational needs.
- We work closely with the parents of children with special educational needs to create and maintain a positive partnership.
- Please note information/Action Plans/Progress Checks on the child will **ONLY** be shared with parents and **NOT** childminders/Nannies/Grandparents etc.
- 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 in connection with 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 action plans for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved in the graduated approach, taking into account their levels of ability.
- We have systems in place for supporting children based on a continuous cycle of ‘assess, plan, do and review’, which is applied in increasing detail and frequency to ensure that children progress.
- We have systems in place for working with other agencies through each stage of the Early Help Notification (EHN) or local alternative, for example, Early Help Assessment, Action Plans (stage 3 of Continuum of Need), Education & Health Care Plan.
- We use a system for keeping records of the ‘assess, plan, do and review’ for children with special educational needs.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.



- We provide a complaints procedure.
- We monitor and review our policy annually.

Our Plan for children with SEN would be:-

- Differentiating our activities so that all the children can achieve them and all the children can experience success and gain confidence.
- Allocating the SENCO with the child's key person to monitor the child's progress and learning.
- Ensuring that our planning for all the children contains approaches and activities, which help those children who have SEN to make progress.
- Adapting our materials and teaching styles to help children with different individual needs to enjoy learning.

More Able Children:-

- We are keen at Ide Hill Pre-School to recognise all levels of ability. It is important that, whilst identifying those children who have difficulties, we also identify those children who show ability far in excess of what is expected at this stage of development.
- We will set up a similar individual programme for children who are more able just as we would for those who are experiencing difficulties.

Exceptional Circumstances:-

It may be felt in extreme circumstances by all those concerned, having explored all possibilities, that a child would be better suited to a different pre-school environment. This matter would be discussed with all those involved and with the child so that an informed decision can be made in the best interests of the child and their family.

Complaints about our SEN provision:-

If parents/carers have a complaint about the way we are working with their child who has SEN, they should firstly speak to the SENCO/Manager. If parents/carers continue to be dissatisfied, the SENCO will refer the matter to the Manager and Chair of the Committee. A complaint's form will then be filled in and Ofsted will be informed.

Moving on:-

We give the child's progress reports, plans and assessments and records of reviews to the next setting/school when the child leaves Ide Hill Pre-School. Our SENCO liaises with other settings when the child moves on or if they attend more than one setting at the same time.

Special Educational Needs - SEND Local Offer please go to <http://www.kent.gov.uk/education-and-children/special-educational-needs>

Further guidance

- SEND Code of Practice for the Early Years
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage Statutory Framework (DfE 2017)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- Working Together to Safeguard Children (2018)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

Signed on behalf of the pre-school

29/09/2025

Date

This policy will be reviewed February 2026