



## 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 Educational Needs & Disability Code of Practice: 0-25 years.
- Our 'Local Offer' clearly details what services we offer children with SEND to enable them to achieve their full potential at Threemilestone Pre-school.
- In line with statutory requirements, our 'Local Offer' is available through Cornwall Council's Web Site together with other providers.
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs & disabilities (SEND)
- We identify the specific needs of children with SEND 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 & disability co-ordinator (SENDCO) and give his/her name to parents. Our designated SENCO worker is **Tracey Dunstan** and our Deputy SENCO's is **Sarah Wallis**.
- We provide a Local Offer showing how we provide for children with SEND.

- We ensure that the provision for children with SEND 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 SEND 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 SEND 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 and balanced curriculum for all children with SEND.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEND.
- We ensure that children with SEND 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 for children with SEND.
- We provide resources (human and financial) to implement our SEND policy.
- We ensure the privacy of children with SEND when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialist the setting has to offer e.g. Makaton trained staff.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. IEP reviews, staff and management 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.

**This policy was adopted at a meeting of Threemilestone Preschool CIO**

**Held on 2nd May 2018**

Signed for and behalf of the pre-school

Trustee ..... (Sarah Wallis)  
Threemilestone Preschool CIO