



Caterpillars Pre-School

Supporting Children with Special Educational Needs

March 2018



Policy Statement

We provide an environment in which all children, including those with special education needs and disabilities (SEND) are supported to reach their full potential.

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 view and ready to make the transition into compulsory education.
- We have regard to the Special Education Needs and Disability code of Practice 2014.
- We are aware of the Special Educational Needs and Disability Regulations 2014.
- We work in partnership with parents and other agencies in meeting individual children's needs.

Procedures

- We follow the statutory safeguarding and welfare requirements of the EYFS 2014 and learning and development requirements
- We have systems in place to support children with SEND including early identification of SEND.
- We have a trained SENCO or Inclusion Coordinator in our settings.
Sarah Powell Marks Tey and Chrystal Clark Birch
- The SENCO works closely with our manager and colleagues and has responsibility for the day to day operation of supporting children with Special Educational Needs and coordination provision for children with SEN.
- The SENCO works closely with the ENCO (Equality Named Coordinator) in making our setting inclusive to all children.
- The SENCO leads a graduated approach and supports practitioners informed by the Early Years Foundation stage materials and the Early Years Outcomes guidance.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We work with parents/carers on identifying any concerns raised by the parent/carer.
- We work closely with parent/carers of children with SEND to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning and provision and review of their children education
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies
- We monitor and review our policy, practice and provision and if necessary make adjustments. We share the child's summary with the parent/carer.
- We review children's progress using Early Years Outcomes document.
- We will focus on the best outcomes for children in our care.
- Any child with SEND that we identify will be brought to the attention of the local authority.
- We will work in partnership with the local authority.
- We will place children and their parent/carers at the centre of any decision making.



- We will implement appropriate care plans to support child in our setting
- We have a local offer which can be found on our website and at Pre-School.
- We support children in the setting with medical conditions.
- We gather information about the child in a getting to know me book when the child first starts the setting and regularly review the child's progress using the child's learning journey book, end of term reports and 2 year progress check.
- We have systems in place for supporting children based on a continuous cycle of asses plan and review which is applied in increasing detail and frequency to ensure that children progress.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We include preparing for transition to school in our SEN support and with permission from parents share this information.
- All staff engages with continual professional development of their skills. And if the needs arise undertake special training for an individual child's needs.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We monitor and review our policy annually.

This policy was adopted at a meeting of Caterpillars Pre-School

Held on	1 st March 2018
Date to be reviewed	March 2019
Signed on behalf of the management committee	
Name of signatory	Andi Clark
Role of signatory (e.g. chair/owner)	Chair of the Committee