



Magdalene Preschool

Supporting children with special educational needs

Policy statement

Magdalene preschool provides an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEND).
- We identify the specific needs of children with special educational needs 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 his/her name to parents.
 - Our SENCO is **Alicia Zawada** Deputy SENCO: **(NAME)**
 - They attend regular SENCO forums and SENCO training.
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- 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 observe and track children from admission and review their progress, if this is less than expected or there are significant emerging concerns of an identified special educational need, we will develop a targeted plan to support the child's future learning and development involving other professionals as appropriate.
 - We work closely with parents of children with special educational needs 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 special educational needs and their families, including 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 Support plans for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide a complaints procedure.
- We monitor and review our policy regularly

- Special Educational Needs and Disability Code of Practice for Early Education Settings (2014)

Signed on behalf of the Management committee.....

Date.....

Review Date.....