DITTON CHURCH PRE-SCHOOL

Next date for review:	June 2027

Special Educational Needs & Disability Policy (SEND)

This policy links closely with our Equality and Diversity Policy

At Ditton Church Pre-School we believe that all children have a right to a broad and balanced Early Years curriculum. We welcome all children whatever their individual needs and believe in being an inclusive setting. We work in partnership with parents/carers, and their consent is always sought before any contact is made with outside agencies.

Using observations and detailed record keeping we aim to identify and address any difficulties or barriers to learning a child might have, as early as possible. All records are confidential and only seen by those directly involved with the child.

Admission

We acknowledge that some children may require additional resources and we would seek guidance, support and information to help us support them. For all children there is consultation between parents and Key Person – and if necessary our Special Educational Needs Co-ordinator (SENCO) and other involved professionals.

How we Support Children with Special Educational Needs & Disability (SEND)

- Our SENCO is Alison Pestell who is supported by Wendy Caldicott as Assistant SENCO and they:
- We use Chapter 5 of The Code of Practice 2015 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/350685/Early_Years_Guide_to_SEND_Code_of_Practice_-_02Sept14.pdf (in SENCO drawer in locked filing cabinet)
- Assist in identifying any difficulties a child may have, or barriers there may be to their accessing the full offered curriculum
- Help plan for each individual child using a graduated approach and support plans
- Ensure each key person keeps parents/carers informed of progress
- Review this SEND policy each year – in consultation with the Manager, staff and Committee representative
- Are aware of outside agencies who can help

- Are able to liaise with the equality and inclusion team and other agencies as required
- Act as a resource for all staff with regards to SEND

Identifying and Assessment of Children with SEND

- In order to identify the strengths and weaknesses of all children:
- The key Person will observe and record children's progress and note any difficulties encountered in any area of learning. We use Birth to 5 Matters to assist in compiling starting points, progress check at age 2, parent comments and summative assessments. Three times a year we evaluate the summative assessments to ensure consistency and to highlight any areas of concern
- We use the SEND Code of Practice 2015 to ensure appropriate action is taken to meet children's individual needs
- We use the 'graduated approach' as we are aware that it is particularly important in the early years that there is no delay in making any necessary special education provision. (See Flowchart)
- We plan ways in which we can offer additional individualised support where needed which includes how parents/carers can support their child's progress at home, using support plans which are reviewed with parents every 6-8 weeks.
- When planning for individual children; their own unique interests are taken into account
- We use the starting strong document
- The SENCO is able to make a referral to a professional resource group or book a SEND surgery for advice and guidance from other childcare specialists.
- The SENCO can attend regular SENCO forums to share concerns of a more general nature and to meet with the SENCO specialist and SENCO online services to discuss.
- If, after further consultation with the parents/carers and external professionals, it is felt a child's needs are severe and complex and cannot be met effectively utilising the resources and advice normally available to our setting, then a request would be submitted to the Local Education Authority (LEA) to carry out a Statutory Assessment in order to consider issuing an Education, Health and Care Plan. (EHCP) If an EHCP is issued, we will work together with professionals and the parents, regularly reviewing the parent's plan
- Please also see Behaviour Management Policy

Planning Support (Provision) for Children with SEND

We endeavour to provide a fully inclusive environment by:

- Planning approaches and activities which will ensure the progress of children with SEND

- Differentiating the activities offered
- Adapting our materials and teaching styles
- Monitoring the preferred learning styles of all children
- Completing our own risk assessment (if needed)
- Providing PEEP (personal Emergency Education Plan)
- Producing Individual Care Plans (See Appendix A)

We are always available to meet with parents/carers informally. We share children's progress with parents/carers on a regular basis.

KCC Website 'What to do if you think your child has SEND (local offer) https://www.kent.gov.uk/education-and-children/special-educational-needs/children-under-5-with-send

The Local Offer specifically for Ditton Church Pre-School can also be found here.

We would not contact another professional about a child without parental consent, unless our concerns were of a child protection nature.

Premises

- We have an enclosed outdoor play area

Monitoring and Reviewing our SEND Policy

Ditton Church Pre-School:

- Makes policies available to parents/carers on request
- Displays policies on site and on our website
- Reviews the policy annually

Transition Arrangement

We pass a transition record (plus the section concerning a child's SEND if applicable), plans and assessments (and support plans if applicable) on to a child's next school or setting with parental consent. The SENCO liaises with other practitioners working in other settings for any child who has a split placement. A transition meeting

is arranged between the child Key Person, the relevant school teacher and the parents, to ensure a smooth transition for the child.

Training

The SENCO has had training in SEND and her certificates of attendance are displayed on site.

We have a range of books and pamphlets on SEND and the Support Services, and these are available for parents/carers to see.

Complaints Procedure

Complaints about the SEN provision at Ditton Church Pre-School should be made to the SENCO initially. She will report back within a week and also provide a next line of contact if the matter has not been resolved to mutual satisfaction.

Appendix A

SEND Resources Available at Ditton Church Pre-School

- SEND Code of Practice 2015 Chapter 5 Early Years https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/350685/Early_Years_Guide_to_SEND_Code_of_Practice_-_02Sept14.pdf
- Early Years handbook SENCO
- Selection of resources suitable for use by children with SEND
- Publications
- Information Sheets
- The Local Offer website for parents
- Graduated Approach Flow Chart
- On our website we have links to helpful SEND websites for parents to use.
- SEND improvement Plan (March 2023)
- Starting Strong for Early Years children in Kent

Appendix B

SEN Training of Ditton Church Pre-School Staff

NAME	COURSE TITLE	DATE
Alison Pestell	SENCO Training	September 2026
Wendy Caldicott	SENCO Training	October 2026

The legal frameworks for these policies are:

- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1975;1986

- Children Act 1989;2004
- Special Education Needs Disability Act 2001
- Childcare Act 2006;2016
- Education Act 1996
- Equal Pay Act 1970
- The Equality Act incorporating the Disability Discrimination Act (DDA) 2010
- Children's and Families Act 2014
- Early Years Foundation Stage Statutory Framework 2026
- United Nations Convention on the Rights of the Child 1989
- The Code of Practice 2015 Chapter 5 Early Years
- Disables Children and Equality Act 2010
- Special Educational Needs and Disability Code of Practice: 0-25 years 2015

This policy was adopted by the: Ditton Church Pre-School Management Committee

Date: September 2026

Signed on behalf of the Management Committee: .....

Role of signatory: Chair of Management Committee

Next review date: June 2027