



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 Claire Gamble who is supported by Sandie Thomas 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 targeted plans
- Ensure each key person keeps parents/carers informed of progress



- Review this SEND policy each year – in consultation with the Supervisor, staff and Committee representative, Caroline Gibbons
- Are aware of outside agencies who can help
- Are able to liaise with our local Equality & Inclusion Team
- 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. The Kent Progress tracker will consider starting points. Progress at age 2, parent comments and summative assessments. The Kent Progress Tracker will be completed and reviewed three times a year
- 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 parents/carers can support their child's progress at home using targeted plans
- When planning for individual children; their own unique interests are taken into account
- We use the Best Practise monitoring sheets
- The SENCO is able to attend termly Local Inclusion Forum Team (LIFT) meetings where the monitoring sheets can be shared with childcare specialists and further help and guidance given. She can also attend regular SENCO forums to share concerns of a more general nature and to meet with the SENCO specialist
- 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. (EHC) If an EHC 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
- (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.

We direct parents to 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 targeted 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.

Appendix B

SEN Training of Ditton Church Pre-School Staff

NAME	COURSE TITLE	DATE
Claire Gamble	SENCO Training & Advanced SENCO	October 2018 & November 2019
Sandie Thomas	SENCO Training	February 2016
Wendy Caldicott	SENCO Training	November 2010
Claire Gamble	SENCO Training	October 2018
Lyn Taylor	SENCO Training	March 2013

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 2017
- United Nations Convention on the Rights of the Child 1989
- The Code of Practice 2015 Chapter 5 Early Years

This policy was adopted by the:

Ditton Church Pre-School Management Committee

Date:

April 2021

Signed on behalf of the Management Committee:

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Role of signatory:

Chair of Management Committee

Next review date:

April 2022