

9.2 Supporting children with special educational needs and disability

Policy statement

We provide an environment in which all children with special educational needs and disability (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEND¹.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- For group provision: We designate a member of staff to be the Special Educational Needs and Disability Co-ordinator (SENDCO) and give her name to parents. Our SENDCO is:
Kelly Crawford
- The SENDCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs and Disability Policy and for co-ordinating provision 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 provide a broad, balanced and differentiated curriculum for all children.
- We apply SEND support to ensure early identification of children with SEND.
- We use both the Wiltshire Early Years Graduated Response to SENDCO support guidance, and Gloucestershire Graduated Pathway to ensure that children progress.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes
- Where appropriate, we take into account children's views and wishes in decisions being made about them, relevant to their level of understanding.
- We provide parents with information on local sources of support and advice e.g. the Local Offer, Information, Advice and Support Services.

¹ This includes disabled children with special educational needs

- We liaise and work with other external agencies to help improve outcomes for children with SEND.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care Plans.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEND.
- We raise awareness of our special education provision via our website and or promotional materials.
- We ensure the effectiveness of our special educational needs provision through regular reviews at staff and management meetings.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2017, updated January 2024)
- Working Together to Safeguard Children (DfE 2019)
- Guide to the Equality Act and Good Practice (Pre-school Learning Alliance 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014) Updated 2015
- SEND Code of Practice for the Early Years (2014) Updated 2015

This policy was adopted by	Ashton Keynes Preschool	<i>(name of provider)</i>
On	April 2025	<i>(date)</i>
Date to be reviewed	April 2026	<i>(date)</i>
Signed on behalf of the provider		
Name of signatory	Kate Gardiner	
Role of signatory (e.g. chair, director or owner)	Chair	

Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (2010) Updated 2015
- SEND Code of Practice for the Early Years (2014) Updated 2015