9.2 Supporting children with special educational needs

Policy statement

We provide an environment in which children with special educational needs and disabilities (SEND or SEN) 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 SEND.
- 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.
- If it has been identified that your child has complex needs which require specialist provision we may be unable to provide childcare which meets their needs.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give their name to parents. Our SENCO is: Sophie O'Sullivan
- The SENCO works closely with other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs 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 the graduated approach system (assess, plan, do and review) to identify needs and support children to make 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
- We, where appropriate, 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 external sources of support and advice e.g. Local offer, IPSEA and Families In Focus.
- 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. referring to GP's, S&LT, Paediatricians, Early Help Assessment and Education Health Care Needs (EHCN) assessment.
- We provide resources 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 provide in-service training for practitioners and volunteers.
- 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 by collecting information from a range of sources e.g. reviews, staff and management meetings, parental views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

This policy was adopted by	Springfield Bees Pre-School
On	15/12/25
Date to be reviewed	15/12/26
Signed on behalf of the provider	
Name of signatory	
Role of signatory (e.g. chair, director or owner)	