

Community Pre-schools Special Educational Needs Policy

Community Pre-schools is committed to providing a nurturing, inclusive environment where every child is valued and supported. We recognise that children have individual needs and that some may require additional support to thrive. This Special Educational Needs (SEN) Policy outlines our approach to identifying, assessing, and meeting the needs of children with special educational needs and disabilities (SEND), ensuring every child has access to high-quality early years education.

Legal Framework

Our policy is guided by the following legislation, statutory guidance, and best practice recommendations:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)
- Equality Act 2010
- United Nations Convention on the Rights of the Child (UNCRC)
- Early Years Foundation Stage (EYFS) Statutory Framework

We are committed to upholding the legal rights of all children and ensuring that no child is discriminated against on the grounds of disability or need.

Definition of Special Educational Needs

A child is considered to have special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made. This may include difficulties with:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health
- Sensory and/or physical needs

Children may have needs in one or more areas, which may be temporary or long-term.

Aims and Objectives

Our aims are to:

- Identify and assess children's SEN as early as possible
- Work in partnership with parents, carers, and professionals
- Provide an inclusive environment, removing barriers to participation and learning
- Promote equality of opportunity and celebrate diversity
- Support the holistic development of every child
- Ensure that all staff are trained and confident in supporting children with SEN
- Monitor and review our SEN provision for continual improvement

Identification and Assessment of Needs

Early identification is crucial. We use a range of methods to identify and assess children with SEN, including:

- Ongoing observations and assessments by Key Persons
- All About Me profiles and parental input
- Developmental checklists and the EYFS progress checks
- Regular reviews of progress and engagement

If a child is identified as needing additional support, we will discuss this with parents/carers and agree on a plan of action.

Graduated Approach

We adopt a graduated approach, based on the “Assess, Plan, Do, Review” cycle:

- **Assess:** Identify a child’s strengths and needs through observation and discussion with parents and professionals.
- **Plan:** Set outcomes and agree strategies, interventions, and targets, recorded in an Individual Support Plan (ISP).
- **Do:** Implement the agreed support, involving all relevant staff.
- **Review:** Monitor the child’s progress and review the effectiveness of support, adapting as necessary in collaboration with parents and specialists.

This process is ongoing and flexible, ensuring support is tailored to each child.

Provision for Children with SEN

Our provision may include:

- Adapting activities and resources to suit varying needs
- Providing additional adult support in the classroom
- Implementing small-group or one-to-one interventions
- Using visual, tactile, and sensory aids
- Supporting social skills and emotional regulation
- Offering quiet spaces or sensory breaks as needed
- Liaising with external agencies and health professionals

We aim to ensure all children participate fully in the curriculum and life of the setting.

Working in Partnership with Parents and Carers

We value the knowledge and insight of parents/carers. Collaboration is at the heart of our approach, and we:

- Maintain open, sensitive, and ongoing communication
- Seek parental consent before involving outside agencies
- Share observations, concerns, and progress regularly
- Involve parents/carers in planning and reviewing support
- Respect the family’s culture, values, and preferences

Staff Training and Development

All staff receive training in SEN awareness and inclusive practice. We are committed to ongoing professional development, ensuring staff are equipped to meet a range of needs. Training opportunities may include:

- Workshops and courses on specific needs (e.g. autism, speech and language)
- Training in the use of assistive technology and resources
- First aid, safeguarding, and behaviour management
- Collaboration with external specialists and SENCOs

A designated Special Educational Needs Coordinator (SENCO) oversees our provision, supports staff, and acts as a point of contact for families and outside agencies.

Accessibility and Inclusion

We are committed to providing a physically accessible environment, in compliance with the Equality Act 2010. Reasonable adjustments are made to ensure children with disabilities can access all areas and activities. We consider:

- Physical access to the building and facilities
- Adaptations to resources and equipment
- Visual supports and communication aids
- Flexible routines and timetables
- Support for transitions within the setting and to school

Involving Outside Agencies

When a child requires additional expertise, we work closely with external agencies, such as:

- Speech and language therapists
- Educational psychologists
- Occupational therapists and physiotherapists
- Paediatricians
- Specialist teachers
- Local authority SEN teams

We seek parental consent and keep families informed at every stage.

Transition Support

Transitions, such as starting pre-school or moving on to primary school, can be challenging for children with SEN. We support children and families by:

- Providing tailored transition plans
- Arranging visits and meetings with receiving schools
- Sharing relevant records and support plans
- Preparing children for change through stories, photos, and routines
- Working closely with parents and new settings to facilitate continuity

Monitoring, Evaluation, and Review

Our SEN policy and practice are regularly reviewed to ensure effectiveness and compliance with current legislation. We gather feedback from staff, parents, and external professionals to identify areas for improvement. The SENCO leads on monitoring provision and outcomes for children with SEN.

Confidentiality

We handle all information relating to children's needs and support with strict confidentiality. Information is shared only with parental consent and on a need-to-know basis, in accordance with the Data Protection Act 2018 and General Data Protection Regulation (GDPR).

Complaints Procedure

We encourage any concerns or complaints to be raised informally with the Key Person, SENCO, or setting manager in the first instance. If issues remain unresolved, we have a formal complaints policy, which ensures every concern is taken seriously and addressed promptly.