



# Supporting Children with Special Educational Needs or Disabilities Policy

Windmill Under 5s, Lacey Green and Loosely Row Sports Club, Main Road,  
Lacey Green, Princes Risborough HP27 0PL  
Registered charity no: 1026976

## Version Control

Version	Date	Author	Comments
1.1	22.01.2018	RM / LC	<ul style="list-style-type: none"> <li>• Clarified wording around resources available to support our policy, increased reference to disabilities, updated title of SENDCo and reference to Equalities Act.</li> <li>• Qualifications folder available on request rather than in the foyer</li> </ul>
1.2	20.09.2018	RM / LC	<ul style="list-style-type: none"> <li>• Full annual policy review (incl. check against PLA templates)</li> </ul>
1.3	24.04.2019	RM / NK	<ul style="list-style-type: none"> <li>• Updated job titles</li> </ul>
1.4	19.09.2019	LC/NK	<ul style="list-style-type: none"> <li>• Updated to reflect new SENDCo. Modified wording of 'policy statement' to bring in line with EYA template.</li> </ul>

## Reviews and Approvals

<b>Policy adopted :</b>	29 September 2010 by Windmill Under 5s Management Committee	
<b>Date of last review:</b>	19 September 2019	
<b>Date of next review:</b>	Autumn Term (September) 2020	
<b>Signed &amp; dated:</b>	Natasha Kann	Natasha Kann – Chairperson on behalf of the Management Committee

### **Safeguarding and Welfare Requirement: Equal Opportunities**

Providers must have and implement a policy, and procedure to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

## **Equal Opportunities**

### **30. Supporting Children with Special Educational Needs or Disabilities**

#### **Policy statement**

Windmills provides an environment in which all children, including those with special educational needs and/or disabilities (SEND), are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014) and the Equality Act 2010.
- We support and involve parents/carers (and, where feasible, children), actively listening to, and acting on their wishes and concerns.
- We identify the specific needs of children with special educational needs and/or disabilities and work towards meeting those needs through a range of SEND strategies.
- 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 monitor and review our policy, practice and provision and, if necessary and feasible, make reasonable adjustments.
- We recognise this could be the first time a parent becomes aware that their child may have special educational needs or that they may need additional support. We will help the parent through this process as best we can right through to school.

#### **Procedures**

- We designate a member of staff to be the Special Educational Needs and Disabilities Co-ordinator (SENDCo) and display their name in our foyer. Our SENDCo is: **Tracey Winfield** and Deputy: **Rosie Farquharson**
- Our SENDCo and deputy are trained and hold other relevant qualifications which can be viewed in the training Qualifications Folder, available on request.
- The SENDCo works closely with the staff team and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs or Disabilities Policy and for co-ordinating provision for children with SEND.
- The provision for children with special educational needs and/or disabilities is the responsibility of all members of the preschool.
- 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), applied in increasing detail and frequency to ensure that children progress.
- We work closely with parents/carers of children with special educational needs and/or disabilities to create and maintain a positive partnership.
- We ensure that parents/carers are involved in all stages of the assessment, planning, provision and review of their children's 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/carers with information on local sources of support and advice e.g. Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SEND IAS) Service.
- We liaise and work with other external agencies and professionals involved with children with special educational needs and/or disabilities and their families to help improve outcomes for the children, including transfer arrangements to other settings and schools.
- We have systems in place for referring children for further assessments e.g. Early Help Assessment and Education, Health and Care Plan (EHC).
- If required, and where possible we provide resources to implement our Supporting Children with Special Educational Needs and Disabilities Policy.
- We ensure that all staff are aware of our Supporting Children with Special Educational Needs and Disabilities Policy and the procedures for identifying, assessing and making provision for children with SEND.
- We raise awareness of our SEND provision via our website and/or promotional materials.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources, e.g. action plan reviews, staff and management meetings, parental and external agencies' reviews, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually, sooner if needed.

Please refer to our Valuing Diversity, Promoting Inclusion and Equality Policy, Promoting Positive Behaviour Policy, Transition and Transfer of Records Policy, Fire Safety, Emergency Evacuation and Lockdown Policy and Making a Complaint Policy for more information.

### **Legal framework**

Equality Act 2010 (protected characteristic of Disability)

Early Years Foundation Stage Statutory Framework (DfE 2014)

Working Together to Safeguard Children (DfE 2015)

Special Educational Needs & Disability Code of Practice (DfE & DoH 2014 revised 2015)