Special Educational Needs and Disabilities (SEND) Policy.

STATEMENT OF INTENT

At Little Fishes Pre-school we aim to provide an environment in which all children are supported to reach their full potential.

- We have regard to the DfE Special Educational Needs and Disability Code of Practice 2015, the Special Educational Needs and Disability Regulations 2014, the Children and Families Act 2014, the Equality Act 2010 and Statutory Framework for the Early Years Foundation Stage.
- Designated Special Educational Needs Co-ordinator (SENCo) – Vicki Walton

IMPROVING OUTCOMES

- At Little Fishes Pre-school we want children to grow in confidence and enjoy a stimulating and friendly environment by providing a broad and balanced curriculum for all children with SEN or disabilities, running alongside the Early Years Foundation Stage curriculum. Each child will be offered equal access as far as is possible to all activities inside and outside.
- We include all children in our provision, regardless of race, gender, etc.
- We believe all children are entitled to an education and aim to ensure all children achieve the best possible education and other outcomes and become confident learners with a growing ability to communicate their own views and ready to make the transition to school.
- We provide a designated SENCo to help support parents and children with special educational needs or disabilities. (Home visits can be arranged before starting Little Fishes).
- We have arrangements in place to ensure that all children with SEN or disabilities are supported to the best of our endeavours. They include procedures for early identification of SEN and effective provision to ensure the best outcomes.
- We work in close partnership with parents at all times. Parents' views will be sought and listened to at all times. Parents will be informed when we are making special educational provision for their child.

- We will provide parents/carers with information on sources of independent advice and support.
- We ensure that children with SEND have the opportunity to engage in all the activities of pre-school as far as is possible alongside children who do not have SEND.
- We regularly review the quality and breadth of support offered. Members of staff receive ongoing training in SEN and disabilities.
- We work in partnership with West Northamptonshire Council and with other local education providers to explore how different types of need can be met most effectively.
- We work to ensure children with medical conditions get the support they require to meet their needs.
- We ensure that the provision for children with additional needs is the responsibility of all staff members. However, if it is felt that a child's needs cannot be met in the pre-school without additional personnel or equipment, funding will be sought to ensure that provision is made appropriate to the child's needs.
- We ensure that our admissions policy ensures equality of access and opportunity for children with SEN and disabilities.
- As far as possible we will endeavour that our physical environment is suitable for children with additional needs.
- We will monitor and review our practice regularly by ongoing risk assessments and, if necessary, make adjustments to our practice.
- We maintain good communication links with other professionals involved with each child, including transfer arrangements to other settings or schools, ensuring the smooth transfer of information to promote positive transition.
- We will provide additional or different teaching strategies or resources to meet individual needs and abilities.
- We operate a key worker system for keeping records of observations, assessments, planning, evaluation and reviews for all children.
- All information will be kept confidentially in each child's profile folder, which is kept in a lockable cabinet.

IDENTIFICATION AND SUPPORTING SEN

- We review and monitor all children's progress and development using Early Years outcomes, formal assessments such as Two Year Checks and Learning and Development Assessments and progress tracking to ensure early identification of developmental delay or SEN.
- We follow the West Northants Council SEND Ranges Guidance to determine the level of support and intervention required by a child who we have identified as having a developmental delay or SEN.
- We take great care when assessing children with English as an additional language (EAL) to determine whether a delay in learning is caused by SEN. Difficulties related solely to a delay in learning English is not a SEN.
- When SEN is identified we work in close partnership with parents at all times to ensure the child's needs are met by a range of strategies.
- A One Page Profile and a Portage Development Profile are created and a graduated approach is adopted for all children with SEN or disabilities: assess, plan, do review in line with the SEND Code of Practice 2015.
- The graduated approach is led and co-ordinated by the SENCo, working with and supporting individual practitioners.
- We ensure that the child's voice is included as far as is possible. We ensure that all children are appropriately involved at all stages of the graduated response, taking into account each child's individual needs and ability.
- When necessary and with parental permission, we make referrals to outside agencies and specialists for support as necessary and work in partnership with all outside agencies to ensure each child's needs are met.
- Where, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care plan.
- Where a child has an EHCP the setting will work in partnership with the county council.
- We will ensure the effectiveness of our SEN/disability provision by collecting information from all sources for example, reviews, staff meetings, parental view/meetings, other professionals, inspections and complaints. This information will be gathered, evaluated and reviewed.

- If any complaint needs to be made about our Special Education Needs Procedures then the complaint will be dealt with in the same way as any other complaint as detailed in our complaints procedure.

DESIGNATED SENCO

- **Vicki Walton** is our designated member of staff at Little Fishes who is our Special Educational Needs Co-ordinator (SENDCo).
- The SENDCo ensures all practitioners understand their responsibilities to children with SEN and disabilities.
- The SENDCo leads and co-ordinates the setting's approach to identifying and meeting SEN.
- The SENDCo ensures parents are closely involved throughout and that their insights inform action.
- The SENDCo will liaise with professionals or agencies beyond the setting.
- The SENDCo will access ongoing training (where available) and cascade knowledge to other practitioners as appropriate to support children with SEND in our setting.

Date policy reviewed November 2026

Signed on behalf of the Pre-School Trustees_____

Name and position of signatory Denise Smith, Chair

Policy review date **November 2027**