**SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

**1. Local Offer**

 Wiltshire Council publishes its Local Offer which sets out what is available in Wiltshire in relation to education and enables parents/carers and young people to access clear and comprehensive information about the support and opportunities that are available. Information about the Wiltshire Local Offer can be accessed through this link. [www.wiltshirelocaloffer.org.uk](http://www.wiltshirelocaloffer.org.uk/)

**2. Identifying and Supporting Children with Special Educational Needs and Disabilities** We provide an environment in which all children with special educational needs and disabilities are supported to reach their full potential.

We have regard for the Special Educational Needs and Disability (SEND) Code of Practice (DfE and DoH 2015, updated 2020)

Children’s SEND generally falls within the following four broad areas of need and support:

* communication and interaction
* cognition and learning
* social, emotional and mental health
* sensory and/or physical needs

**3. Procedure**

* On entry to preschool, we meet with parents and discuss children’s starting points, needs and development.
* We are quick to identify the specific needs of children with SEND .
* Ongoing formative assessment forms part of a continuous process for observing, assessing, planning and reviewing children’s progress.
* Children identified as having difficulty with one or more areas of development are given support by applying some simple strategies and resources.
* We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is:
* **NICOLA COWDRY (Preschool Manager)**
* The SENCO works closely with her colleagues and has responsibility for the day-to-day operation of our 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 ensure our provision is inclusive for all our children.
* We use the graduated approach system (GRSS) to assess, plan, do and review to ensure that children progress.
* If appropriate we complete targeted Individual Education Plans identifying targets, strategies and provisions. These are reviewed at least termly.
* 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 Wiltshire Local Offer, Children’s Centre.
* We have systems in place for referring children for further assessment and work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families for example Speech and Language Services, Early Years Inclusion Advisors, Health Visitor, Devizes Opportunity Centre.
* We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
* We apply for additional funding for a child with SEND if appropriate to meet their needs.
* The SENCO has completed specific SENCO training. Other training is sought linked to specific needs as required.
* We have a complaints policy and procedure.
* We regularly monitor and review our policy, practice and provision and, if necessary, make reasonable adjustments to be fully inclusive.

**4. Record keeping**

If a child has or is suspected of having a SEN, a dated record is kept of:

* the initial cause for concern and the source of this information, (the progress check at age two and/or outcomes of previous interventions). 09.13a SEN support: Initial record of concern form can also be used for this purpose drawing information from other sources
* the initial discussion with parents raising the possibility of the child’s SEN.
* the views of the parents and other relevant persons including, wherever possible, the child’s views.
* the procedures followed with regard to the Code of Practice to meet the child’s SEND e.g., IEP, referrals to external agencies.
* evidence of the child’s progress
* advice from other relevant professionals; and all subsequent meetings with parents and other persons and any subsequent referrals

**Records may include:**

* observation and monitoring sheets
* expressions of concern
* risk assessments
* access audits
* health care plans (including guidelines for administering medication)
* meetings with parents and other agencies
* additional information from and to outside agencies
* guidelines for the use of children’s individual equipment; Early help CAF referrals
* referral to the local authority identifying a child’s special educational needs and request for statutory Education, Health, Care (EHC) needs assessment; and a copy of an EHC plan.

**5. Transition to Schools or another setting**

* We hold meetings to plan transitions for children to school or another setting.
* We invite receiving school or setting to visit preschool to observe children and to share information.
* All relevant paperwork is passed on to the receiving school or setting.

**6. Further guidance**

Early Years Foundation Stage Statutory Framework (DfE 2023 modified 2024)

Working Together to Safeguard Children (DfE 2018)

<https://www.wiltshirelocaloffer.org.uk/>

[SEND Code of Practice: 0 to 25 years](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25) (DfE and DoH 2015, modified 2020)

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| **Policy Family** | **Special Educational Needs** |
| **Date Last Reviewed** | **January 2024** |
| **Who did the review/role** | **Nicola Cowdry (SENCO, PSM)** |
| **Signature** |  |
| **Date next review** | **July/September 2024 (EYFS, SEND and KCSiE updates)** |