**Bradgate Preschool**

**Special Educational Needs and Disability Policy**

Bradgate Preschool aims to have regard to the Special **Educational Needs and Disabilities Code of Practice: 0-25 years (2015)** on the identification and Assessment of Special Education Needs and Disability and **The Statutory Framework for the Early Years Foundation Stage**. We also have regard to other legislation regarding the care and education of children with disabilities, these include...

* **The Children and Families Act 2014**
* **The United Nations Convention on the rights of the Child**
* **The United Nations Convention on the Rights of Persons with Disabilities**
* **The Equality Act 2010**
* **Working together to safeguard children (2018)**
* **Keeping children safe in Education 2022**

The Preschool is open to every family in the community regardless of race, culture, religion, belief, disability, special educational needs, gender or family status.

All children will be made to feel welcome, accepted, valued and nurtured. The developmental needs of every child will be identified and planned for within a stimulating play based curriculum.

Parents Knowledge and expertise will be drawn upon when planning provision for children. Progress and achievements are shared and discussed on a regular basis.

**The Special Educational Needs and Disabilities Coordinator (SENDCO) for Bradgate Pre-school is Vicky Marchant.**

**Vicky works closely with our setting’s area Sendco, SEND advisors and practitioners, and the school SENDCO, Kate Brown, to ensure there is a smooth transition into school.**

**Role of the Sendco**

* To liaise with staff, parents and other professionals.
* To work closely with Kate Brown the main school SENDCO.
* To Ensure that SEN records and appropriate targeted plans are regularly updated and in place
* To make sure that all staff are aware of the targeted plans that are in place for individual children and to ensure that these plans are followed by all those working with the child
* To identify the SEN training needs for the staff within the Pre-school
* To ensure that all background information on children with SEN is collated, recorded and updated
* To monitor and review the SEN policy annually
* To ensure a SEND Transition document is completed before the child starts school and that it is shared with the schools SENDco.
* To apply for DAF where appropriate
* To apply for Inclusion funding for children with high needs where appropriate
* To apply for SENIF for children with high needs going into school
* To ensure GDPR is followed in line with the schools Safeguarding policy

**Admissions procedure**

* Children with Special Educational Needs and Disabilities are admitted to the Pre-school after consultation with parents. Background information is gathered and recorded and staff training needs are assessed.
* Our settling in procedure allows parents to visit with their children as many times as they feel necessary before admission.

**Identification and Assessment of children with SEN**

Our Key Person system and our method of observation and record keeping enable Pre-school staff in partnership with parents to monitor children’s needs and progress on an individual basis.

With permission from parents this may include the child’s Key person gathering relevant information from the child’s 2 year Health check. The child’s key person will complete early assessment reviews in line with The Development Matters and The Early years small steps guidance. These will be recorded on a small steps tracker and a progress summary will be completed.

The child’s Key Person will discuss any concerns they have with the SENDCO and the parents.

The Key person, parents and SENDCO plan an appropriate programme of support based on the Code of Practice Graduated Response, Assess, Plan, Do, Review and Model. This may be in the form of a targeted plan, behaviour Plan, speech and language (SALT) plan, physio plan or an occupational therapy plan. There may also be a need for a send support plan or a health care plan to be written with the support of the agencies involved and the family. Contributions will be made to support an Education Health care Plan where necessary.

**Resources and facilities**

* If it is decided that a child’s needs cannot be met in the Pre-school without additional personal and/or equipment necessary funding will be sought and referrals made as required (with parental agreement).
* The Pre-school has the services of an area SENDCO to advise on policy, procedure and training.

**Links with Relevant Outside Agencies**

* We work in liaison with relevant professionals and agencies outside the Pre-school to meet children’s specific needs. Where involved these may be part of the health authority e.g. health visitor, speech and Language therapist, or with the Education Department e.g. Specialist Teaching Service, educational psychologist.
* We have a link with the Care Navigation team who support the services involved.
* We work closely with other settings and childminders where needed to support children’s needs with a consistent approach.
* Pre-school staff, in partnership with parents liaise closely with primary schools to support children’s transition to primary school.

**Procedure for Resolving Complaints**

Due to the regular dialogue between Preschool staff and parents, concerns and problems should be resolved as they arise. If this is not the case and a complaint is necessary the Preschools Manager will give information for further action.

For independent advice, parents can contact the support agencies listed on the Leicestershire Local offer [www.leics.gov.uk/localoffer](http://www.leics.gov.uk/localoffer). Parents can also gain support from the Send Information advice and support service (SENDIASS)

**SEN Training**

Our staff will attend where possible any appropriate training courses on Special Educational Needs and Disabilities to support the children within our setting.

Current staff training includes:

* Menphys sos Working with Children with Disabilities (Sarah)
* Autism Training (Sarah and Vicky)
* Makaton (Sarah, Donna and Vicky)
* SEND Training (Sarah and Vicky)

Updated – February 2025

To be reviewed – February 2026