Cambridgeshire County Council



MANEA PRE-SCHOOL

Special educational needs/disability policy

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

- We have regard for the Special Educational Needs and Disability Code of Practice 2015 and The Equality Act 2010.
- We include all children in our provision.
- We aim to provide practitioners with help to support parents/carers and children with special educational needs (SEN)/disabilities.
- We identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies.
- We work in partnership with parents/carers and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

Methods

- We designate a member of staff (Louise Arlott) to be special educational needs co-ordinator (SENCO) and give their name to parents/carers. Louise Arlott has completed the level 3 Special Educational Needs & Disability training.

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- We ensure that provision for children with SEN/disabilities is the responsibility of all members of the setting.

- We ensure that our inclusive admissions practice ensures equality of access and opportunity.

- We ensure that our physical environment is as far as possible suitable for children with disabilities.

- We work closely with parents/carers of children with SEN/disabilities to create and maintain a positive partnership.

- We ensure that parents/carers are informed at all stages of the assessment, planning, provision and review of their children's education.

- We provide parents/carers with information on sources of independent advice and support.

- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.

- We use the graduated response system for identifying, assessing and responding to children's special educational needs, keeping parents/carers informed at every stage.

- We provide a broad, balanced and differentiated curriculum for all children with SEN/disabilities, focussing on their individual needs and next steps.

- We use a system of Assess, Plan, Do, Review for children with SEN/disabilities.

- We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

- We use a system for keeping records of the assess, plan, do and review for children with SEN/disabilities.

- We aim to provide resources (human and financial) to implement our SEN/disability policy.

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- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.

- We aim to provide in-service training for practitioners and volunteers where needed.

- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.

- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. Next step reviews, staff and management meetings, parent/carer and external agency's views, inspections and complaints.

- We provide a complaints procedure.

- We monitor and review our policy annually.

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