

Rainbow Pre-School & Extended Services



Supporting Children with Special Educational Needs and Disabilities (SEND)

Policy statement

We provide an environment in which all children with special educational needs (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014), the Children and Families Act 2014 in relation to SEND and the 2010 Equality Act.
- We have in place a clear approach for identifying, responding to, and meeting children's SEND.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- 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 regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.4 Health and Well-being	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.2 Supporting Every Child 3.3 The Learning Environment 3.4 The Wider Context	4.1 Play and Exploration 4.2 Active Learning 4.3 Creativity and Critical Thinking

Procedures

- We employ a Head of Special Educational Needs and Disabilities and give his/her name to parents as necessary.
- The Head of SEND works closely with the managers and other colleagues and has responsibility for the day-to-day operation of this 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 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 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
- We, where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level of understanding.
- We ensure children with SEND engage in the activities of the pre-school alongside those who do not have SEND.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEND.
- We have systems in place for referring children for further assessment including Education, Health and Care (EHC) assessments. Plans and requests for EHC Needs Assessments are written and delivered in partnership with parents/carers.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of this policy and the procedures for identifying, assessing and making provision for children with SEND. We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of our special education provision via our website and or promotional materials.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Rainbow Pre-school & Extended Services Local Offer

Our aim is to provide a rich, varied environment supporting children's learning and development. We offer a secure, safe and happy child friendly provision where everyone is welcome and included.

We encourage children to progress and fulfil their own potential supporting each individual child's abilities and talents within the Early Years Foundation Stage in order that they may successfully make a smooth transition to the next stage in their education.

We work in partnership with parents and carers to help their child develop and learn and treat each child as an individual with unique needs and interests.

We actively promote equal opportunities, removing all barriers for all children, parents, carers and staff and appropriately challenge anyone who does not join us in this view.

Our West site has a wheel chair accessible ramp to the front of the building and wide entrances once inside the building it is all on one level. The East site is a purpose built school and is on one level. The garden spaces have a mixture of surfaces and bedding areas accessible to all. Toilets are accessible.

All toys and activities are easily reached with clearly marked, low level boxes or drawers.

We provide a visual timetable to assist children with the routine in session. To support children with English as an additional language we provide bi-lingual books, toys and games in their home culture. We provide signage in several languages and some staff are trained in Makaton or British Sign Language.

Our staff team have the following qualifications SENDco, Autism Awareness, Meeting the Needs of Children With Disabilities, Lift Off to Language for 2, 3 & 4 Year Olds, Talk for All, Happy Handz or Makaton, Positive Early Childhood Education Program (PECE). Staff are always willing to take additional training as required and in the

past have been trained to administer specific medicines for example.

The Head of SEND is also responsible for ensuring that all staff are aware of our SEND policy and procedures and will work closely with all staff to ensure the day to day implementation of the policy. The role of the Head of SEND is also to co-ordinate the provisions for children through Stage 1, Stage 2 & EHC plans and to oversee funding applications.

The Central Bedfordshire Council local offer can be found using the following web address:

<http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx>

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2024)
- Working Together to Safeguard Children (DfE 2023)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

This policy was adopted by	Rainbow Pre-school & Extended Services
On	19 th September 2016
Date to be reviewed by	30 th September 2017 – completed
	23 rd March 2018
	18 th September 2018
	8 th March 2019
	7 th June 2020
	4 th October 2021
	30 th September 2022
	10 th September 2024
Signed on behalf of the provider	H. Adams
Name of signatory	Hannah Adams
Role of signatory (e.g. chair, director or owner)	Head of Teaching and Child Development