



Special Educational Needs/Disability Policy

This policy will be reviewed on an annual basis

Statement of intent

We provide an inclusive environment in which all children are supported to reach their full potential.

Aims

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

Methods

- We inform parents/carers that **Michelle Dymond** is our designated Special Educational Needs Co-ordinator (SENDCO) and **Alice Tucker** is the deputy.
- We provide a statement showing how we provide for children with SEN/disabilities.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all Early Years Educators and trustee directors.
- 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 of children with SEN/disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents 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.
- We provide a broad and balanced curriculum for all children with SEN/disabilities.


- We provide a differentiated curriculum to meet individual needs and abilities.
- We employ additional support early years educators to support individual children where funding is available.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) 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 assessment, planning, provision and review for children with SEN/disabilities.
- We provide resources (human and financial) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We provide in-service training for early years educators and volunteers.
- 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. IEP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

This policy was adopted at a meeting of Pippins Pre-school and Nursery

Held on Thursday 9th October 2025

Signed on behalf of the Management Trustee Directors

Role of signatory (e.g. Chair etc.)


Chair

Commenced 2009 – Reviewed 08.10.2025