



Worstead Pre-school

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Charity Number: 1041749

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

At Worstead Pre-school we promote inclusion of children with special educational needs and disabilities. We support them in reaching their full potential, encouraging each child to value and respect diversity and difference.

All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes.
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

Our Pre-school aims to have regard to the SEN codes of practice and DfES codes of practice on the identification and assessment of additional educational needs, and to provide a welcome, and appropriate learning opportunity for all children.

Worstead Preschool are required to comply with the following Legal Frameworks:

Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Disability Discrimination Act (DDA) 1995, 2005

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/228870/9780108508066.pdf

Children Act 1989, 2004

<https://www.legislation.gov.uk/ukpga/1989/41/2004-12-07>

Special Educational Needs & Disability Act 2014

<https://www.legislation.gov.uk/uksi/2014/1530/contents/made>

Children and Families Act 2014

<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

We work with families and children to ensure the requirements of the Special Educational Needs and Disability Code of Practice (2015) are met.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The aims of this policy are;

- To promote the right of a child with Special Educational Needs and Disabilities to have their needs recognised and met from the time of admission to Pre-School to transition into Primary School.
- To explain how we provide an environment that is accessible to children and parent/carers with disabilities, as far as is possible, in our premises.
- To explain how key persons and the SENCo identify the needs of a child and provide interventions that are additional to, or different from the setting's usual provision and to explain the purpose of the graduated approach system.
- To promote good practice by ensuring confidentiality and privacy for parents/carers and children and respecting the need to seek parental permission when seeking the views of other professionals about their child.
- To explain to parents/carers how to voice concerns they may have about our SEN provision.
- To promote the importance of working together with health professionals and outside agencies to support the child.

At Worstead Pre-school the staff can provide;

- An assessment of the child's needs will be made based on observation and advice from parents/carers, other professionals and, where appropriate, an enhanced adult to child ratio will be provided.
- Complete appropriate training.
- Information obtained from training is shared at staff meetings and made available to all members of staff.
- Welcom assessment pack

All staff at Worstead Pre-school have a responsibility to identify the needs of all children who attend the setting and will apply for additional funding which is available locally, if families meet certain criteria. The funding is used to ensure support is in place to help improve a child's learning outcome.

We also work closely alongside the Early Years Support Team who can help the Pre-school with any support or advice we may require. We also have connections to other outside agencies who are available to help and support both the setting and the child and their families at home.

Name:	Clare Gwilliam
Position:	Pre-school Manager
Name:	Hayley Pilkington
Position:	Committee Chair
Date:	9 th May 2023
Date for Review:	31 st August 2023