



Special Educational Needs and Disability Policy

This policy is in line with the Special Educational Needs and Disability Code of Practice (2015) and the Equality Act (2010). Rainbow Pre-school has a designated Special Educational Needs and Disability Co-ordinator (SENDCo).

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Our aims and ethos

We welcome the inclusion of all children whatever their individual needs may be. All children have the right to achieve and develop to their full potential. We believe that having an inclusive policy benefits all children and provides them with a positive experience that reflects the diversity of our community.

We aim

- To create an environment that meets the Special Educational Needs (SEND) and Disabilities of each child.
- To ensure that SEND are identified, assessed and provided for using a graduated approach of assess, plan, do, review.
- To focus on inclusive practices and remove barriers to learning; recognising that some children may need additional support to access the whole curriculum.
- To provide high quality provision to meet the needs of children with SEND
- To attend relevant training, where appropriate, to enhance the support provided to children with SEND. Knowledge gained from training to be cascaded down to all staff.
- To work in partnership with parents/carers, valuing their views and knowledge and keeping them fully involved in their child's learning experience.
- To ensure that children with SEND are appropriately involved in their learning and development.
- To work collaboratively with agencies in education, health and social care to meet the child's individual needs and provide tailored support.
- To help children to prepare for transitions and gain independence.

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- To outline the range of support and provision available to children with SEND through our Local Offer, accessible on the Southampton Information Directory and to signpost families to appropriate agencies and support.

The role of the SENDCo is as follows

- To support children with SEND with practical measures, adapted to suit the individual child.
- To monitor and review the practical intervention provided by the setting.
- To support and advise staff and ensure all staff understand their responsibilities to children with SEND and our approach to identifying possible SEND and meeting the needs of the individual child.
- To co-ordinate the planning for individual children's needs.
- To liaise between the setting and any other professionals involved.
- To liaise with, and support, parents/carers, ensuring they are closely involved and that their views inform action taken.
- To attend relevant training, network meetings and keep up to date with policies and current issues.
- To fulfill responsibilities as outlined in the SENDCo job description.

Admission arrangements

Rainbow Pre-school is committed to working with all children to meet individual needs. For further information please see Rainbow Pre-school's Admissions Policy.

Identifying Special Educational Needs and Disabilities and Early Intervention

All children are given time to settle in and become familiar with their new surroundings and routines and form relationships with staff. If staff have any concerns about a child they will discuss these with the SENDCo who, along with the key person, will observe the child and assess their needs. The key person/SENDCo will share their concerns with parents/carers and discuss how the child is at home. Staff will work together in partnership with parents/carers to formulate strategies to support the child in both environments. The SENDCo will take the lead in co-ordinating any additional support for individual children, and will implement the graduated response as stated in the DfE Special Educational Needs and Disability Code of Practice (2015).

If a child requires interventions that are additional, or different to those offered to all children, in order to access the curriculum, we will introduce SEND Support; a graduated approach to identifying and meeting SEND, with early years provision following the principles and commitments of the EYFS statutory framework in involving parents/carers in identifying needs, deciding outcomes, planning provision and seeking expertise at whatever point it is needed. Where appropriate the key person will write and review an Individual Education Plan (IEP) with SMART targets for children to work towards with the necessary support. For children with more complex needs a co-ordinated assessment process and a 0-25 Education, Health and Care Plan (EHC Plan) may be required.

We work within the guidance prescribed by the Special Educational Needs and Disabilities Code of Practice, The Early Years Foundation Stage Statutory Framework, The Office for Standards in

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Education, Children's Services and Skills (Ofsted) and Southampton City Council, along with our own policies and procedures. We would not endorse any other practice that would come into conflict with this.

Transitions

Our SEND support includes planning and preparing for transition between settings or to school. To support the transition we share information with the receiving setting or school with prior agreement from parents/carers. We arrange visits for the child and other professionals where necessary to help with the transition.

Evaluation of the Special Education Needs and Disability Policy

We will, along with all staff, evaluate our policy annually or as the need arises, to ensure our policy and practice is effective and in line with legislation.

Complaints

Any complaints surrounding our practice and provision of children with additional needs should be addressed using the complaints procedure in our policy folder, and on display in the pre-school foyer and website.

During periods of extreme circumstances i.e. COVID-19, for reasons of health & safety, visitors including professionals, may be suspended for a prolonged period of time or alternative arrangements may apply.

This policy was adapted at a meeting at Rainbow Pre-school in February 2022

Signed on behalf of Rainbow Pre-school:

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Policy review date: February 2023