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Registered Charity Number: 1044583

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**SEND Policy - Special Educational Needs and Disability**

Aim of Policy

Buxton Preschool has a duty to have regard to the SEND code of practice which came into effect in 2014. The following principles that underpin this code should be honoured.

• The views, wishes and feelings of the child and the child’s parents.

• The importance of the child and the child’s parents, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions.

The need to support the child and the child’s parents, in order to facilitate the development of the child and to help them achieve the best possible education and outcomes, preparing them effectively for transition to school.

The Legal Framework

There is certain legislation and guidance that this policy needs to be based on.

• Children and Families Act 2014

• The Equality Act 2010

• The Statutory Framework for the Early Years Foundation Stage

• The SEND regulations 2014

What is SEND?

Some children have needs or disabilities that effect their ability to learn. The four main areas of SEND

• Communication and interaction

• Cognition and learning

• Social, Emotional and mental health difficulties

• Physical and/or sensory needs

Procedures

At Buxton Preschool we aim to be inclusive and provide a setting where any child can attend and reach their potential. To enable us to achieve this we have a clear approach to identifying and responding to the needs of children with SEND.

Sometimes a child’s parents, carer or key person may notice that the child is having difficulties in one or more particular area of learning. They may find that the child is not advancing as would be expected for their developmental age. It could be that the child may need extra temporary assistance to help them progress in those particular areas or the child may require long term or permanent support. The first steps towards helping the child is to identify their needs. Quick identification means that effective provision can be put into place to help improve their long term outcomes.

Buxton Preschool has two Special Educational Needs Co-ordinations (SENCO’s)

SENCO……………………………………………….

SENCO……………………………………………….

SENCO’s may decide that all is required is a Support Plan for the child. This will be filled in by the child’s key person , supported by the SENCO and with the parents involvement and discussed with all staff. This ensures that all persons caring for the child are following the same plan.

If it is found that the child is still not developing as expected in the recognised areas, the SENCO will talk to the parents about referring the child to the appropriate outside agencies. We have access to a helpline and we are supported by an Early Years Advisor who will advise us on the correct external agencies.

The child’s progress will be monitored and parents will be advised and consulted at all stages of the graduated approach (Assess, Plan, Do, Review).

In some situations a parent may have worries about a child moving onto another setting or starting school. In this situation Buxton Preschool will assist the child with the process of transition by arranging meetings and visits with the new setting or school