Delaware Pre-School
Providing Quality Childcare Since 1969

# Special/Specific Educational Needs/disabilities and Disabilities

The settings SENCO is: Zoe Pluckrose. Deputy SENCO: Demelza Edwards

At Delaware Pre-School we provide an environment in which all children, including those with special educational needs and disabilities, are supported to reach their full potential.

- We have regard for the Department of Education and Department of Health Special Educational needs and disabilities code of practice 0-25 years January 2015.
- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We support parents and children with special educational needs and disabilities.
- We identify the specific needs/disabilities of children with special educational needs and disabilities and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs/disabilities.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We ensure that the SENCO attends the 2 day SENCO induction training, which will then be updated as per guidelines.
- We actively seek out ongoing professional development opportunities for the staff to update on current best practise and incorporate changes as appropriate.
- The SENCO attends SENCO Network meetings. The SENCO is responsible for updating all the staff on a

regular basis and at staff meetings of any progress or any information given by parents and carers or outside professionals.

- We ensure that the provision for children with special educational needs/disabilities is the responsibility of all the members of the setting.
- We ensure that our inclusive admissions practice has equality of access and opportunity.
- We use the graduated approach system, assess, plan, do and review to respond to children's special educational needs and disabilities. We have a system for keeping records for the whole process.
- We work closely with parents of children with special educational needs/disabilities to create and maintain a positive partnership.
- We ensure that parents and carers are informed at all stages of the assessment, planning, doing and reviewing of their children's education.
- We provide parents and carers with information on sources of independent advice and support.
- We liaise with other professionals including the early year's inclusion service who are involved with children with special educational needs/disabilities and their families.
- We provide a broad, balance and differentiated curriculum for all children with special educational needs/disabilities.
- We use a system of planning, implementing and reviewing individual learning plans (ILPS) and access plan for children with special educational needs/disabilities.
- We ensure that children with special educational needs/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children.
- We provide resources to implement our Special Educational Needs/disabilities Policy.
- We raise awareness of any specialism the setting has to offer.

- We ensure the effectiveness of our special educational needs/disabilities provision by collecting information from a range of sources e.g. Individual Learning 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.

| | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 |
|---|---|---|---|---|---|---|---|
| Chairs signature | AA | KL | | | | | |
| Managers signature | KA | JA | | | | | |
| Date of review | Aut 25 | Aut 26 | | | | | |
| Date of next review | Aut 26 | Aut 27 | | | | | |

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|---|---|
| Change 2025 | N/A |
| Change 2026 | Names, ongoing pro. development |
| Change 2027 | |
| Change 2028 | |
| Change 2029 | |
| Change 2030 | |
| Change 2031 | |