**SEND Policy**

The code of practice is for children with Special Educational Needs and/or a disability.

The SEND code of practice provides important guidance and regulations for schools, and all settings offering early education and registered for a Nursery grant. This came into effect in September 2014 and covers children and young people aged 0-25 with SEN or a disability.

The code requires that the local authority sets out a Local Offer, or what support they provide for children and young people with SEND. The code gives guidance on a graduated approach to identifying and supporting children with SEND. The code gives guidance on a graduated approach to identifying and supporting children with SEND and requires that the children, young people and parents are involved in decisions about the SEND provision.

All children and young people are entitled to an education that enables then to make progress so that they

* Achieve their best
* Become confident individuals living and fulfilling lives
* Make a successful transition into adulthood, whether into employment, further or higher education or training.

If a child is identified through ongoing observation and assessment as not progressing in any or all areas of the Early Years Foundation Stage, staff will then make specific observations to assess any reason for this and to find the specific areas that a child is finding difficult and If necessary, after observations are made, staff will meet privately with parents/carers at a time to suit them to discuss the child’s progress and any strategies that a setting could put in place to aid the child.

If appropriate staff will offer the help of other professionals and complete relevant paperwork with the Parent’s consent.

All staff will continue with the SEND graduated approach to support the child during their time with us at Emmer Green Pre-school. This means staff will;

* Assess and make regular assessments to ensure that support is matched to needs
* Plan and record any intervention and support given
* Do implement the interventions and support agreed
* Review and evaluate the support and the impact on the child’s progress

If despite having taken relevant and purposeful action to identify assess and meet the SEND of a child, if the child has not made expected progress then Emmer Green Pre-school will consider requesting an EHC (Education Health Care Plan) in order for the Local Authority to decide whether it is necessary for it to make provision in accordance with the EHC Plan.

**Equality Act 2010**

All Early Year’s providers have duties under the Equality Act 2010, in particular they must not discriminate against, harass or victimise disabled children and they must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage.

The duty is anticipatory and it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

All publicly funded Early Years Providers must promote equality of opportunity for disabled children.

Emmer Green Pre-school set out an inclusive approach, designed to be responsive to the individual needs of children and parents. We focus on delivering improved outcomes for all children and closing the achievement gap between disadvantaged children and others and our setting aims to be inclusive to all children. We are familiar with and work within the boundaries of the Disabled Children and the Equality Act 2010.

We designate two members of staff to be our SENCO Special Educational Needs C0-ordinators.

They are: Wendy Robins

 Hannah Freeborn

The SENCO works with the key person to draw up IEP next steps and talk to the Advisory Teacher, Speech and Language Therapists and Educational Psychologists.

This policy was adopted by Pre-school on ..........................................................................

Signed on behalf of the committee .....................................................................................

Name of signatory .................................................................................................................