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13.0 SEND Policy

Introduction

The Special Educational Needs and Disability Code of Practice (2015) defines **special educational needs** as follows

“A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream-post 16 institutions.”

For children aged two or more special educational provision is education or training provision that is additional to, or different from that generally is made for other children of the same age. For a child under the age of two, special educational provision means education provision of any kind. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition shown above when they reach compulsory school age, or would do so if special educational provision were not made available for them.

The Lenches Pre-school are committed to give all children equality of opportunity requiring that everyone has an equal chance to develop themselves to their full potential and be safe and free from harm. The Lenches Pre-school Team and Committee ensure that they deliver the Early Years Foundation Stage and we believe that “**children should be treated fairly regardless of gender, race, religion or ability**”.

Aims & Objectives

The Lenches Pre-school will ensure:

- Equality of access for all
- Social inclusion for all
- Life choices are widened, not restricted
- Talents are fostered, not suppressed
- No-one experiences disadvantage or discrimination in any form, stereotypes are challenged by staff
- All forms of bullying and harassment are condemned and challenged and where necessary investigated
- Individual and community needs are responded to in a sympathetic and imaginative manner
- Individuals and groups are allocated appropriate levels of support to ensure that their potential is fulfilled
- The principle of equity applies

The Role of The SENDCo

The role of the SENDCo as set out in the SEN/D Code of Practice (5.54):

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN/D and the settings approach to identifying and meeting SEN
- Advising and supporting colleagues and ensure completion of their Professional Development and attend SEND forums
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Liaising with professionals from beyond the setting. Include an overview of the time allocated to the SENDCo to carry out their role

The Lenches Pre School commit to deliver and achieve through their planning, expectations and opportunities to all children:

- High aspirations and expectations for children with SEN/D
- Early Identification and intervention – to nip issues in the bud and reduce frustration in children.
- Parents/Children's views to be at the centre of support put in place, working closely alongside Worcestershire Early Intervention/Inclusion team and all relevant professionals
- That it relates to the SEN/D Code of Practice 2014, (Children's and Families Act 2013 and Equality Act 2010)

Where possible we will always make efforts to make reasonable adjustments to include children with SEND and will not tolerate discrimination against or harass children with SEND.

The team will be guided by the settings SEN/D Co Ordinator and environments will be enabling for all children based on their age, capabilities, abilities and needs. The team will work consistently, building a strong and safe environment for each child's individual needs.

Parents will be required to work closely with the Key worker, giving consent for external help and support, to achieve the best possible outcomes and to help support child progression in their Early Years.

The Lenches Pre-school, along with parents and external professionals will ensure a smooth and effective transition to any other setting and mainstream school, ensuring that plans and strategies are in place for children to achieve, be happy and safe.

The Lenches Pre-school, with Parent and Carers consent will welcome external professionals within the setting to spend time working together to ensure best outcomes for each child.

Qualifying support needs

Children that have the following needs will be supported under our SEN/D practices:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Our Team will support any child with SEN/D at The Lenches Pre-school by:

- Progress check at Age 2 as part of EYFS framework
- EYFSP at school entry
- Regularly review and assess children's development and needs in addition to the formal checks.
- Ensure close working relationships with all families and any important adults within the child's life and gain all information around the child's life, development and background, assess, plan, do and review.
- We will use all documents relating to that child, **All About Me** from parents, parents to spend time in the setting discussing their child in/out of home. Ensure we gain any professional reports, such as previous settings, shared settings, GP, Paediatric, SALT, Physio referrals


We will use all relevant Worcester County Council Inclusion documents such as mapping, early support tracking materials etc.

The Lenches Pre-school will adhere to the Positive Behaviour Policy for all children, which outlines:

- We will work closely with families and inform of any behaviour/coping strategies, behaviour/coping tools to identify the underlying reasons for the behaviour and to support the child in overcoming them.
- Parents will be always be informed and consent will be sought if we feel any child requires support from our SEN/D programme. Parents will be informed of any external visits, plans, referrals and under the Inclusion supplement, they will be made aware of any GR, supplements payments claimed to help put support in place for their child

The Lenches Pre School urge parents to keep in regular contact and raise any concerns that they have themselves so we can effectively support in a timely and professional manner.

Parents are directed to our Complaints Policy should there ever be a need.

This policy and all procedures contained within it was adopted at a meeting of	The Lenches Pre-school Group AGM
Held	25 th November 2024
Reviewed and amended	20 th Oct 2024
	By P. Challacombe & M. Benbow
Signed on behalf of the management committee	
Name of signatory	Millie Benbow
Role of signatory and date signed	Chairperson 25/11/24