



Our Pre-Schools are inclusive settings in which children of all abilities can learn and make progress from their starting points. We understand that children learn at different rates and that some children for what ever reasons may struggle with some aspects of their learning or have different development needs. We work closely with children's parents and carers to identify any learning needs and strive to put appropriate support in place for each child based on their individual needs.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them in order for them to access learning and to make progress with their learning.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

Special Educational Needs and Disability (SEND) is divided into 4 types (as stated in the 2014 SEND Code of Practice):

1. Communication and Interaction difficulties – this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, hearing impairment, and those who demonstrate features within the autistic spectrum
2. Cognition and Learning difficulties – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia
3. Social, Mental and Emotional Health difficulties - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration
4. Sensory and/or Physical Needs – this includes children with sensory, multisensory and physical needs.

If you think your child may have special educational needs you can discuss this with your child's key worker at Pre-School. They may offer additional information that they have gathered through observations of your child. They will then arrange a meeting with you and the Special Educational Needs and Disabilities Coordinator (SENDCO) where your child's learning needs will be addressed and a plan for support for your child will be decided. The SENDCO may then, with your permission seek further information and support from the Local Authorities SEND Support Services. For children with greater SEND a 'My Support Plan' may be created with a multi-agency approach. If further support is required Pre-School may then make a request for a 'Statutory Assessment' of your child's needs. This may result in an Education, Health and Care Plan (EHCP) being issued for your child, this will then be reviewed annually as your child moves up into school.

Children with SEND may receive regular targeted support with an adult 1:1 or in small groups. Consideration will be given to the physical environment that your child is in and adaptations will be put into place to enable your child to access all areas of their Pre-School. All provision will be designed on an individual basis for your child.

Your child's key worker will work closely with you and keep you informed of your child's progress. They will share the strategies in place and the targets that we are working towards and may suggest ways that you can support your child's learning at home. You will be able to discuss your child's progress at termly meetings, parent's evenings and if required you can make an additional appointment to share any concerns with the SENDCO.