

Special Educational Needs (SEND Policy)

At Locking Preschool, we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop their full potential alongside each other through experiences, to support them to share experiences and develop and learn from each other. We provide a happy, safe, and welcoming environment where all children are supported according to their individual needs. We believe that all children have the right to experience and develop alongside their peers, no matter what their individual needs. All children's needs are unique, therefore any attempt to categorise children is inappropriate.

Locking Preschool ensures we gain as much information around the children's needs to ensure we have appropriate strategies, and resources that the individual child needs to gain the confidence to flourish to their full potential.

To achieve this we:

- Work closely with parents/carers to create and maintain a positive partnership that supports their child(ren).
- Ensure that parents/carers are informed at all stages of the assessment, planning, provision, and review of their child's education.
- Provide parents/carers with information on sources of independent advice and support.
- Completing an in-depth "A picture of me" tool.
- Liaising with any relevant professionals such as North Somerset Special Educational Needs Team, Health professionals etc.
- If needed require adequate support and relevant training to help the individual need.
- Regularly monitoring observations and developmental assessments.
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the day according to their individual needs and abilities.
- Promote positive images and role models during play experiences of those with additional needs wherever possible.
- Celebrate diversity in all aspects of play and learning.

Our Special Educational Needs Co-ordinator (SENDCo) is [Claire Watters](#). Claire works closely with all staff to make sure there are systems in place to plan, implement, monitor, and review children's progress.

Claire evaluates the special educational needs policy, always making sure plans and records are shared with parents.

Further guidance

Special Educational Needs and Disability (SEND) System for Children and Young People aged 0-25 (DfES 2014)

Updated JUNE 2022.