**Equality of Opportunity**  

* 1. **Supporting children with special educational Needs and Disabilities, (SEND)**

At Mayfield Preschool, we aim to provide a safe and nurturing that supports all, including those with SEND and their families.

* We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.
* We have regard for the DfES SEND Code of Practice (2015)
* We have regard to the Children and Families Act (2014)
* We have regard for The Equality Act (2010)
* We ensure our provision is inclusive to all children with SEND
* We support parents and children with SEND
* We identify the specific requirements of children with special educational needs and meet those needs through a range of SEND strategies.
* We work in partnership with parents and other agencies in meeting individual children's needs.
* We monitor and review our policy, practice and provision and, if necessary, make adjustments.

**Procedures**

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is Paige Merrick and Kerry Abbott. We ensure that the provision for children with special educational needs is the responsibility of all members of the setting. The SENCO will endeavour to ensure that all staff are aware of all relevant special education needs approaches and training.

* We ensure that our inclusive admissions practice ensures equality of access and opportunity and is anti-discriminating.
* We use a flowchart system for identifying, assessing and responding to children's special educational needs.
* We work alongside iSend and other specialists to allow for the best early education experience in our setting.
* We publish our local offer on our website, [www.mayfieldpreschool.co.uk](http://www.mayfieldpreschool.co.uk)
* We work closely with parents of children with special educational needs to create and maintain a positive partnership.
* We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
* We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
* We provide a broad, balanced and differentiated curriculum for all children with SEND, focusing o the unique child and their personal interests and capabilities. Time is set aside for discussion at staff meetings and 1:1 staff and Senco are involved in planning meetings.
* We ensure that children with SEND have a voice taking into account their levels of ability. If it is advised by the child’s key worker that a child requires 1:1 care, the SENCO will undertake an initial assessment and make referrals to the appropriate specialist services and funding streams.
* We have experience and systems in place for identifying and supporting children during early years. In line with the Code of Practice 2015, we follow a graduated approach and a cycle of Assessment, Planning, Do, Review. This is carried out taking into account the views of the children and in partnership with the parents. The SENCO supports individual practitioners and leads, and coordinates the graduated approach across the setting helping to access and implement relevant support strategies, assessments and educational Healthcare plans for children with more complex needs.
* We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
* We access resources (human and financial) to implement our SEND Policy, ensuring that children with Send have the very best experience that they can with us.
* We provide in-service training for parents, practitioners and volunteers based upon information and training from outside agencies such as speech and language strategies.
* We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. Setting Based Support 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.
* All written records are passed onto the receiving setting (if known) when a child moves from our Pre-School. Our staff will, if possible, visit the new setting with the pupil, if appropriate, and meet with teaching team prior to a child starting primary school.

**Legislation**

Special Educational Needs and Disability Act 2001

DfES SEND Code of Practice (2015)

Equality Act 2010

Children and families Act 2014