Sticky Fingers Pre-School
Abbas and Templecombe Church School,
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Registered Charity no. 1029754 / www.stickyfingerspreschool.org

22 - Special Educational Needs and Disabilities Policy

We at Sticky Fingers Pre-School welcome and provide an inclusive, supportive environment.
We aim to work in line with the SEND Code of Practice [DFES 2014].

Equal Opportunities

We aim to ensure all children with special needs/disabilities will have all the same opportunities by providing a stimulating and well planned curriculum.

Admissions and Exclusions

We will wherever possible admit children with special needs/disabilities, like all other children. We follow the admissions and exclusions procedure to the pre-school, after consultation between parents, the pre-school Manager and key person/SENCO, providing sufficient resources, funding and staffing are available. We have produced our settings SEND Local Offer document, which demonstrates the arrangements in place to support children with SEN and disabilities. Parents can access our details and Local Offer on the Somerset Local Offer website at https://www.somerset.gov.uk/children-families-and-education/the-local-offer/early-years-0-to-5-years/ in order to see what our provision offers and whether the setting suits their child's needs, this information is also available on our own website stickyfingerspreschool.org or via the setting.

Access and Accommodation

We welcome all adults and children with disabilities. We have 1 disabled parking space.

Partnership with parents

The staff at Sticky Fingers liaise closely with parents of children with special educational needs and work together to complete an individual plan, put strategies in place for their child's individual needs and exchange information regarding their children.
Therefore, keeping parents well informed and involved in the decision making process. We also provide communication books and parent meetings as another opportunity for communication and information sharing.

Curriculum Planning

The way we plan our curriculum is by considering all the children with special educational needs and disabilities attending the setting.
Our key person system ensures that each member of staff is especially responsible for and close to, just five or six children, so that each child receives plenty of adult time, attention and support is given to the child and their family.

Complaints Procedure

If a parent/carer wishes to complain about provision for the children with special education needs they would follow the process as explained in the pre-school Complaints Procedure.

Links with other agencies

We work closely in liaison with staff outside the group depending on parental consent, including therapists, health visitors, psychologists, social workers, paediatricians, portage workers and the Area SENCO, to meet children's Special Educational Needs.

We will work with the Reception Class Teacher/SENCO within the primary school that the child will attend at school age to implement a school entry plan .This plan will support the transition from pre-school to school (the same will apply with other transfer arrangements such as to another setting).

Staffing and Resources

If it is felt that a child's needs cannot be met in the pre-school without the support of a one to one worker, funding [if available] will be sought to employ one where possible.

Our staff attend, whenever possible, in-service training on special needs arranged by for example, the Early Years Alliance, SCIL and other professional bodies.

The Pre-School Special Educational Needs Coordinator (SENCO), attends regular SENCO cluster meetings, in order to keep up with regular and updated information, plus networking with fellow SENCOs from other settings.

EYFS Key themes and commitments

	Positive Relationships	**Enabling Environments**	**Learning and Development**
1.1 Child Development 1.2 Inclusive practice. 1.4 Health and wellbeing	2.1 Respecting each other. 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active Learning. 4.3 Creativity and critical thinking.

This policy will be reviewed annually to ensure the quality of the provision meets the needs of the children with SEN and Disabilities.

Further information, help and support is available at:

- Special Education Needs and Disabilities (a resource to help parents find information they need relating to their child's care) www.send.org.uk
- Somerset Parent Carer Forum www.somersetparentcarerforum.org.uk
- IPSEA (a National charity for families whose children have SEN) www.ipsea.org.uk
- Information, Advice and Support Services (IASS) Network https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-and-support-services-network/frequently-asked-questions-0
- National Autism Society, www.autism.org.uk
- Early Years Area Sencos resources www.supportservicesforeducation.co.uk/Page/2058

This policy was adopted by	Sticky Fingers Pre-School
On	6th October 2026
Date to be reviewed	October 2027
Signed by Chairperson	
Name of Chairperson	Ashley Panton