**SEND Support Setting Pledge**

* **High Quality Provision** - The setting aims to improve outcomes and has high aspirations and expectations for children with SEND.
* **Participation and inclusion** – Every child feels included and is able to participate with their peers.
* **Well trained staff** - All setting staff are appropriately trained and

knowledgeable in relation to SEND.

* **Information available** – Parents/ carers are provided with clear information about the support and provision available for children with

SEND within the setting and the local area.

* **A graduated response** – the setting follows an assess-plan-do- approach, carrying out specific assessments and interventions and

involving specialists/ outside agencies if appropriate.

* **Education, Health and Care support coordinated** – Support for children with education, health and care needs is coordinated (for

children with or without a plan).

* **Transition planning** – pupils with SEND are prepared as early as possible for the next stage in their education and fully supported

through transition into first school placement.

* **Person centred** – We use person centred approaches to support children and for review meetings and to determine the child’s views.
* **Parents as partners** – We meet with parents face to face, listen to their views and involve them and support them as much as possible.
* **Disability equality –** We understand our duties under the equality act

to promote disability equality and make reasonable adjustments for children with disabilities.