

Safeguarding and Welfare Requirement: Equal Opportunities

Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

9.2 Supporting children with special educational needs and disabilities

(March 2019)

Policy statement

We provide an environment in which all children with special educational needs and disabilities (SEN) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEN¹.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly 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 his/her name to parents. Our SENCO is: **Hazel Lambert**
- The SENCO works closely with our supervisor and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs and Disabilities Policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEN support to ensure early identification of children with SEN.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail to ensure that children progress. This is set out in an Individual Support Plan (ISP) and reviewed regularly.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes
- We where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.

¹ This includes disabled children with special educational needs

- We provide parents with information on local sources of support and advice e.g. Local Offer, Brighter Futures for Children Universal Programme, charities.
- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- We have systems in place for referring children for further assessment e.g. using the Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- We support transitions to and from our setting. This includes asking about known SEN during registration and inviting parents to record concerns on their child's Tapestry 'About Me' initial profile. Transition support may include additional familiarisation visits, additional visits by staff, photo books etc.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs and Disabilities Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs and Disabilities Policy and the procedures for identifying, assessing and making provision for children with SEN. We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of our special education provision via our website and the Local Offer.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. ISP reviews, staff and committee meetings, parental and external agency's views, inspections and complaints. Feedback is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

This policy was adopted by	_____	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	

Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (2015)
- SEND Code of Practice for the Early Years (2014)