

General 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

Policy statement

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 Special Educational Needs and Disability Code of Practice 2014 and the Equality Act 2010.
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN 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
Suzi Jaeger

- Our deputy SENCO is Daniella Woolf
- The SENCO is there to support all members of staff in the early identification of special needs. They are also responsible for the day to day provision for children with SEND. The individual needs of all children are taken into consideration when planning the curriculum so as to ensure it is accessible to the needs of all our children
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- Together with the child's key person, our SENCO maintains and oversees all our records for children with SEND in our setting. Following discussion and consultation with parents/carers the SENCO may liaise with other staff and outside agencies as appropriate regarding the Special Educational Needs and Disabilities of a child.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- 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 assess, plan, do and review of their children's education.

- We provide parents with information on sources of independent advice and support.
- 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 special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assess, plan, do and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Further guidance

- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage and the Disability Discrimination Act (DCSF 2010)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- The Common Assessment Framework for Children and Young People: A Guide for Managers (CWDC 2010)
- Special Educational Needs and Disability Code of Practice (2014)

This policy was adopted at a meeting of _____ (name of provider)

Held on _____ (date)

Date to be reviewed _____ (date)

Signed on behalf of the management committee _____

Name of signatory _____

Role of signatory (e.g. chair/owner) _____

Other useful Pre-school Learning Alliance publications

- The Role of the Early Years Special Educational Needs Co-ordinator SENCO (2006)