

## **Safeguarding and Welfare Requirement: Equal Opportunities**

Providers must have arrangements in place to support children with SEN or disabilities

### **9.2 Supporting children with special educational needs**

#### **Policy statement**

We provide an inclusive environment in which all children, including those with special educational needs (SEN), are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- 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 his/her name to parents. Our SENCO is:  
**ANGELA MITCHELL**
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- 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 the 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 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 in connection with transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of assessing, planning, implementing, monitoring, evaluating and reviewing SEN Support Plans for 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 have systems in place for supporting children during the SEN Support process.
- We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF) and SEN Support process.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN.
- We use IEP's to support the child in their learning and development.
- We provide resources to implement our Supporting Children with Special Educational Needs policy.
- We provide in-house training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. SEN 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.

### 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 2009)
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE 2015)

This policy was adopted at a meeting of	<u>Downton Community Preschool</u>	<i>(name of provider)</i>
Held on	<u>September 2019</u>	<i>(date)</i>
Date to be reviewed	<u>September 2020</u>	<i>(date)</i>
Signed on behalf of the provider	<hr/>	
Name of signatory	<u>Sarah Nutbeam and Lucy Babb</u>	
Role of signatory (e.g. chair, director or owner)	<u>Co-Chairs</u>	

### Other useful Pre-school Learning Alliance publications

- The Role of the Early Years Special Educational Needs Co-ordinator SENCO (2006)
- SEND Code of Practice for the Early Years (2014)
- WSCB Website