

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 with special educational needs (SEN) are supported to reach their full potential.

- We have regard for the Special Educational Needs Code of Practice (2001).
- 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:
Sheila Cooper

- 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 planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) 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 Early Years Action stages of the graduated response (stage 2 on Continuum of Needs).
- We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF) or local alternative, for example, Early Help Assessment, Early Years Action Plus (stage 3 of Continuum of Need), Statutory Assessment and the Statementing process (stage 4 of Continuum of Need).
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement [our/my] Supporting Children with Special Educational Needs Policy.
- 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. Individual Education 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.

Further guidance

- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage Statutory Framework (DfE 2012)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- Working Together to Safeguard Children (DfE 2013)
- Special Educational Needs Code of Practice (DfES 2001)

This policy was adopted by

Milford Pre-School Plus Ltd

On

16th July 2014

Date to be reviewed

July 2016

Signed on behalf of the provider

Name of signatory

Alison Aldridge

Role of signatory (e.g. chair, director or owner)

Chair of Directors

Other useful Pre-school Learning Alliance publications

- The Role of the Early Years Special Educational Needs Co-ordinator (SENCO) 2nd Ed (2013)