

## 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 (SEN), are supported to reach their full potential. Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them – as defined by the Code of Practice 2014. Our vision for children with Special Educational Needs and disabilities is the same as for all children – that they will be able to achieve well in their future lives.

- We have regard for the 0-25 SEND Code of Practice (2014).
- 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.
- We provide resources (both human and financial) to implement our “Supporting Children with Special Educational Needs” Policy.
- We apply for funding to support individual special educational needs if the child’s needs are more severe.

### 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: **Magda Cordeiro**.
- 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 will record the strategies used to support the child with an Individual Education Plan (IEP). The IEP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. Parents will be involved in the writing and review of each IEP. If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned.
- 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 Educational, Health and Care (EHC) Plans which replace Statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs. An EHC can only be issued after a child or young person has gone through the process of an EHC Needs Assessment. If the child has not made expected progress (despite the setting having taken relevant purposeful action to identify, assess and meet the special educational needs of the child), the setting should consider requesting an EHC Needs Assessment.
- Under the provisions of the Children and Family Act 2014, the designation of Early Years Action and Early Years Action Plus has been replaced by SEN Support, a graduated approach to supporting children with SEN or disabilities.
- We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF), EHC Needs Assessment, a My Plan (statutory) and a My Support Plan (non statutory).
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide a progress check at age two. When a child is aged between two and three years, Early Years Practitioners must review the child's progress and provide his/her parents with a short written summary of their child's development. This will focus on communication and language, physical development and personal, social and emotional development. If there are significant emerging concerns (or identified SEN or disabilities), practitioners should develop a targeted plan to support the child, involving other professionals as appropriate. From 2015, it is proposed to introduce an integrated review that will cover the development areas in the Healthy Child Programme, the two-year review by the child's Health Visitor and the EYFS two-years progress check.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We provide in-service 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. 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.
- We monitor and review our policy annually.

**Further guidance**

- 0-25 SEND Code of Practice 2014
- Equality Act 2010
- Children and Family Act 2014
- 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)

This policy was adopted at a meeting of	Nomansland Pre-School
Held on	29 <sup>th</sup> January 2015
Last reviewed/updated	January 2020
Date to be reviewed	January 2021
Signed on behalf of the provider	
Name of signatory	Nikola Bishop
Role of signatory (e.g. chair, director or owner)	Chair

**Other useful Pre-school Learning Alliance publications**

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