

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

Policy statement

We provide an environment in which all children, including those with special educational needs (SEND), 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 SEND¹.
- We support and involve parents/carers (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 SEND 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 (SENDCO) and give his/her name to parents/carers. Our SENDCO is

Emma Jessop and her deputy is Pauline Milsted

- The SENDCO works closely with the deputy SENDCO and other staff members and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEND.
- 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.
- For SEND children we will always offer a home visit before starting.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEND support to ensure early identification of children with SEND.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.

¹ This includes disabled children with special educational needs

Graduated Approach System:

Assess

In identifying a child as needing SEND support, their Key Person, working with the setting's SENDCO and the child's parents/carers, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENDCO should contact them, with the parents'/carers' agreement.

Plan

Where it is decided to provide SEND support, and having formally notified the parents/carers, the practitioner and the SENDCO should agree, in consultation with the parent/carer, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed

Do

The child's Key Person remains responsible for working with the child on a daily basis. With support from the SENDCO, the Key Person will oversee the implementation of the interventions agreed as part of SEND support. The SENDCO, will support the Key Person in assessing the child's response to the action taken.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. Parents/carers should have clear information about the impact of the support provided and be involved in planning next steps. This cycle of action will be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. Where a child has an Education, Health and Care Plan, the local authority must review that plan as a minimum every twelve months.

- We work closely with parents/carers of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents/carers 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 of understanding. We provide parents/carers with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEND.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- 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 resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEND.
- We provide in-service training for parents/carers, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff. We raise awareness of our special education provision via our website and or promotional materials.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action 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. For any complaints re SEND matters, parents/carer are requested to contact their child's Key Person and then involve the SENDCO if necessary. We monitor and review our policy annually.
- We are aware that some children are more able and we have systems in place to support them.

Further guidance

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

This policy was adopted at a meeting of

St Mary's Preschool

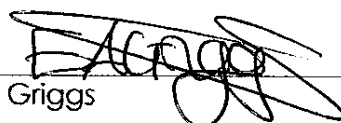
Held on

12 November 2019

Date to be reviewed

November 2020

Signed on behalf of the management committee



Name of signatory

E Griggs

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

Chair

Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (2010)
- SEND Code of Practice for the Early Years (2014)