

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.



(Registered charity number 10360990)

9.2 Supporting Children with Special Educational Needs Policy

Policy statement

We provide an environment in which all children with special educational needs and disability (SEND) are supported to reach their full potential.

Digswell pre-school is a member of the Pre-School Learning Alliance, and as such would refer to its publication 'Inclusion in Pre-School Settings'. The pre-school would endorse and adopt as its Policy Statement an extract from the said publication:

'All children have needs. They need a safe and secure environment in which to live and to play. They need interaction with known and trusted adults through which they can develop a framework for their own attitudes and behaviour. They need the chance to explore their world, to learn about it and to discover their own place in it. They need opportunities to build up confidence and self-esteem by developing their full potential in all aspects of their life and learning. They need to be praised and encouraged for each step of their progress while being in no doubt that they are loved and valued for what they are now.'

Early years settings must work towards meeting these needs for all the children in their care. For some children, adults may have to adjust the provision to a greater or lesser degree to ensure that the needs can be met, but the needs themselves remain the same.'

- We have regard for the Special Educational Needs 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 SEND 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: [Ekta Mason](#)
- The SENCO 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.
- 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 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, practitioners and volunteers if needed.

- 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

- 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 2014)

This policy was adopted by

DIGSWELL PRE-SCHOOL

On

SEPTEMBER 2020

Date to be reviewed

SEPTEMBER 2021

Signed on behalf of the Pre-School committee

MARTA ERENBEEK WALCZAK

Name of signatory

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

CHAIRPERSON