Equal Opportunities

9.2 Supporting Children with Special Educational Needs

Policy statement

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

- We have regard for the DfES Special Educational Needs Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children’s SEN\(^1\).
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- 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

- For group provision: 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:  

\[\]

[For childminding provision: I act as the Special Educational Needs Co-ordinator (SENCO) for the children/Within my childminding group, the Special Educational Needs Co-ordinator (SENCO) for the children is: 

- 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 Suzanne Baird
- The SENCO works closely with our manager and other colleagues/me and has responsibility for the day-to-day operation of the Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.

\(^1\) This includes disabled children with special educational needs
- 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 provide a broad, balanced and differentiated curriculum for all children.
- We apply SEN support to ensure early identification of children with SEN.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We ensure that parents 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 understanding.
- 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 and work with other external agencies to help improve outcomes for children with SEN.
- 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 provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all staff are aware of the Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN.
- We provide in-service training for parents, practitioners and volunteers as applicable.
- 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 voluntary management committee 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
Early Years Foundation Stage Statutory Framework (DFE 2014)
Working Together to Safeguard Children (DFE 2013)
Special Educational Needs and Disability Code of Practice (DFE and DOH 2014)
This revised policy was adopted at a meeting of Parkgate Pre-school name of setting
Held on 14 May 2018 (date)
Effective from 14 May 2018 (date)
Date to be reviewed 14 May 2019 (date)
Signed on behalf of the management committee C Hallam
Name of signatory Cassie Hallam
Role of signatory (e.g. chair/owner) Chair

Change control log

<table>
<thead>
<tr>
<th>Version Number</th>
<th>Effective Date</th>
<th>Changes</th>
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<tbody>
<tr>
<td>1.0</td>
<td>01-Mar-2012</td>
<td>• Initial document release</td>
</tr>
<tr>
<td>2.0</td>
<td>13-Dec-2012</td>
<td>• Document renumbered and terminology amended in line with revised EYFS (2012). Reference to EYFS key themes and commitments removed.</td>
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<tr>
<td>3.0</td>
<td>04 Dec 2013</td>
<td>• Policy Reviewed</td>
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| 4.0            | 03 Jan 2015     | • Policy Reviewed
• Further Guidance added |
| 5.0            | 12 Jan 2016     | • Policy Reviewed
• Updates to Policy Statement and Procedures sections |
| 6.0            | 12 Jan 2017     | • Policy Reviewed
• Policy Updated |
| 7.0            | 14 May 2018     | • Policy Reviewed                                                       |