

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.

Parkside Pre-School

9.2 Supporting children with special educational needs (SEN)

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 and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEN¹.
- We support and involve parents (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 SEN and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Principles

1. We believe that all children can achieve and that effective interaction and teaching is good for all children.
2. We practise a team approach to teaching and learning and consider that all staff share responsibility for teaching and managing all children.
3. We believe that communication and collaboration between home and setting is vital for successful outcomes for children with SEN.
4. We aim to work with other professionals and recognise that, in order to successfully include children with a variety of needs, we need to take account of others' expertise.

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:

Irene Coppeard

¹ This includes disabled children with special educational needs

- The SENCO works closely with our manager and other colleagues 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 SEN.
- We ensure that the provision for children with SEN 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 to enable all children to access it.
- 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 regularly involved at all stages of the assessment, planning, provision and review of their children's special education including all decision-making processes and "next steps".
- 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 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 SEN. E.g. Social Care, SALT, Educational Psychologist, and Local Authority Area SENCO.
- We have systems in place for referring children for further assessment e.g. 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 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 SEN.
- We provide in-service training for practitioners and then information is shared with parents appropriately.
- We raise awareness of our special education provision via the Waltham Forest Directory and 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 through our SEND Audit with the LA Area SENCO.
- At half termly staff meetings we always discuss issues relating to disability and SEN.
- We provide a complaints procedure.
- We monitor and review our policy annually.
- We raise awareness of any specialism the setting has to offer e.g. Makaton trained staff.
- Should a child in our care require specialist treatment for a medical condition then a Care Plan will be created with the necessary Health Professionals and parents.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

This policy was adopted by	Parkside Pre-School	<i>(name of provider)</i>
On	February 2019	<i>(date)</i>
Date to be reviewed	February 2021	<i>(date)</i>
Signed on behalf of the provider	<hr/>	
Name of signatory	Amanda Hooker	
Role of signatory (e.g. chair, director or owner)	Chair of Management Committee	

Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (2015)
- SEND Code of Practice for the Early Years (2014)