

### **General 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.

## **STURMINSTER MARSHALL PRE-SCHOOL**

### **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 DfE Special Educational Needs Code of Practice (2001).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- 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**

- 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
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- 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 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 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 process (stage 2 on Continuum of Need).
- We have systems in place for working with other agencies through the Common Assessment Framework (CAF) at each stage. Early Years Action Plus (stage 3 on Continuum of Need), Statutory Assessment and the Statementing process (stage 4 on 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 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

- 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 2010)
- Special Educational Needs Code of Practice (DfES 2001)

This policy was adopted at a meeting of \_\_\_\_\_ (name of provider)

Held on \_\_\_\_\_ (date)

Date to be reviewed \_\_\_\_\_ (date)

Signed on behalf of the management committee

Name of signatory \_\_\_\_\_

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

### Other useful Pre-school Learning Alliance publications

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

