

Safeguarding and Welfare Requirement: Equal Opportunities

Providers must have and implement a policy, and procedures to promote equality for children in their care, including support for children with special educational needs or disabilities.

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 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.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO's are
Milldene – Angela Fitzgerald Baynards – Maxine Warden URC – Kerry Scott
- 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 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

¹ This includes disabled children with special educational needs

- We (where appropriate,) take into account children's views and wishes in decisions being made about them, relevant to their level 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.
- 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 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 parents, practitioners and volunteers where required.
- We raise awareness of our special education provision via our website.
- 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.
- Where information is to be shared with outside agencies parental consent is obtained termly. Any information sent electronically which contains a child's name is encrypted and passwords are sent separately.
- We provide a complaints procedure.
- We monitor and review our policy annually.

The Role of 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
- Co-ordinating provision in the setting for children with SEN.
- Contributing towards implementing duties relating to relevant legislation.
- Monitoring the observation, identification, assessment and support of children with SEN.
- Collating information on individual children.
- Ensuring all records on children with SEN are maintained and relevant information is passed to Reception Class teachers and school SENCOs at transition.
- Offering confidential support and advice to parents. This will include daily informal contact and regular reviews of their child's progress.

- Advising and supporting staff on issues relating to inclusive practice. This may include contributing towards relevant in-house training.
- Seeking support and advice from the setting's senior management team to ensure effective delivery of the setting's SEN provision.
- Liaising with other relevant agencies on the delivery of provision and the individual needs of children with SEN.

Further guidance

- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (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 2009)
- Special Educational Needs Codes of Practice (DfES 2001)
- SET procedures (Southend and Thurrock)

Other useful Preschool Learning Alliance Publications

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

This policy was adopted at a meeting of	Tiptree Preschool Playgroup	name of setting
Held on	<u>23rd October 2019</u>	(date)
Date to be reviewed	<u>October 2020</u>	(date)
Signed on behalf of the management committee		
Name of signatory	<u>Debbie Ager</u>	
Role of signatory (e.g. chair/owner)	<u>Chairperson</u>	