

## SECTION 1

### General Welfare Requirement: Safeguarding and Promoting Children's Welfare

The provider must take necessary steps to safeguard and promote the welfare of children.

# EQUALITY OF OPPORTUNITY

# SUPPORTING CHILDREN WITH

# SPECIAL EDUCATIONAL NEEDS

# and DISABILITIES

## POLICY STATEMENT

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

- We have regard for the DfES Special Educational Needs and disability code of practice 0-25 years (2014).
- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We support parents and children with special educational needs and disabilities (SEND).
- 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.

## EYFS key themes and commitments

1.1 Child development	2.1 Respecting each other	3.2 Supporting every child	4.1 Play and exploration
1.2 Inclusive practice	2.2 Parents as partners	3.3 The learning environment	4.2 Active learning
1.4 Health and well-being	2.3 Supporting learning	3.4 The wider context	4.3 Creativity and critical thinking
	2.4 Key person		

## Procedures

- We designate a member of staff to be the Special Educational Needs and disabilities Co-ordinator (SENDCO) and give her name to parents. Our SENDCO is

**Linda Jessop**

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- We ensure that the provision for children with special educational needs and disabilities 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 and disabilities.
  - We work closely with parents of children with special educational needs and disabilities 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 - disabilities 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 and disabilities.
  - We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs and disabilities.
  - We ensure that children with special educational needs and disabilities 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 SEN support in the early years, Personalised plan , Provision map, Statutory Assessment and the Statementing process.
  - We use a system for keeping records of the assessment, planning, do and review for children with special educational needs and disabilities.
  - We provide resources (human and financial) to implement our Special Educational Needs and disabilities 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 and disabilities 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.

Policy updated January 2017