

Safeguarding and Welfare Requirements: 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.

9.2 Supporting children with special educational needs

Policy statement

At Jack and Jill's we are committed to meeting the individual needs of all children, including children with special educational needs, disabilities and higher achieving children to ensure they make progress and fulfil their potential.

- We have regard for the 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.
- 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: Sam Youren
- The senco role is to support the children with practical measures,
 - To monitor and review the practical intervention.
 - To support other members of staff.
 - To coordinate planning for individual needs.
 - To liaise between the setting and any other professionals involved.
 - To liaise and support parents.
 - To attend training as necessary to keep up to date with policies and current issues, and share this information with all staff.
- 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.
- All children are given time to settle in and become familiar with their new surroundings and routines. If staff have any concerns about a child they will pass these on to the senco, who along with the key person will observe the child and assess their needs.
- We used the graduated response system for identifying, assessing and responding to children's special educational needs.

- We work closely with the 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 in connection with 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 personal support plans (PSP's) 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 needs).
- We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF), Early Years Action Plus (stage 3 of the continuum of Need), Statutory Assessment and Statementing process (stage 4 of the continuum of Need). (Education and Health Care plan)
- We use a system for keeping records of assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Supporting Children with 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. Personal Support 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)
- The Team Around the Child (TAC) and 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 Code of Practice (DFES 2001)
- SEND Code of Practice for the Early Years (PLA 2014)

Other useful Pre-school Learning Alliance publications

- The role of the Early Years Special Educational Co-ordinator (SENCO) (2006).

This policy was adopted at a meeting of Jack and Jill's committee

Held on

Date to be reviewed

Signed on behalf of the provider

Name of signatory

Role of signatory