

# SAFEGUARDING & WELFARE REQUIREMENT: EQUAL OPPORTUNITIES

## 9.2 Supporting Children with Special Educational Needs and Disabilities



### Policy Statement

At St John's Playtime Pre-school we provide an environment in which all children, including those with special educational needs & disabilities (SEND), are supported to reach their full potential. It is the aim of our setting to promote equality of opportunity for **all** children in our care.

- We have regard for the Special Educational Needs & Disabilities Code of Practice (SEND 2014).
- We ensure our provision is inclusive to **all** children with special educational needs and disabilities.
- We have in place a clear approach for identifying, responding to, and meeting children's SEND. Staff are aware of the importance of early identification and the impact of an early response.
- 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 SEND 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 & Disabilities Co-ordinator (SENDCO) and give his/her name to parents. Our SENDCO is:

**Sarah Gosling**

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- The SENDCO works closely with the Deputy SENDCO (Megan Blanchard), our Manager (Natalie Bailey) and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs & Disabilities Policy and for co-ordinating provision for children with SEN/Disabilities.
- We ensure that the provision for children with SEN/Disabilities 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/Disabilities support to ensure early identification of children with SEN/Disabilities.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.

- We work closely with the parents of children with SEN/Disabilities to create and maintain a positive partnership and 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.
- We ensure that children with SEN/Disabilities are appropriately involved at all stages of the graduated approach, taking into account their levels of ability.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service. <https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendias/>
- We liaise with other professionals involved with children with SEN/Disabilities and their families, including in connection with transfer arrangements to other settings and schools.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN/Disabilities.
- 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 use a system for keeping records of the assessment, planning, provision and review for children with SEN/Disabilities.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs & 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 provision by collecting information from a range of sources e.g. IEP 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**


- The Children's Act 2004
- 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 at a meeting held by St John's Playtime Pre-school committee on 17<sup>th</sup> June 2009.**

**This policy was reviewed & updated on:    March 2021**

**This policy will be reviewed again on:        March 2022**

**Signed on behalf of the Management committee and provider:**

**Name of Signatory:                    Chris Coyle** 

**Role of Signatory:                    Committee Chairperson**