

Supporting children with special educational needs

Safeguarding and Welfare Requirement: Equal Opportunities

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

Policy statement

[We/I] provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

- [We/I] have regard for the Special Educational Needs and Disability Code of Practice (2014).
- [We/I] have in place a clear approach for identifying, responding to, and meeting children's SEN¹.
- [We/I] support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- [We/I] work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- [We/I] regularly monitor and review [our/my] policy, practice and provision and, if necessary, make adjustments.

Procedures

- [For group provision: 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:
_____]
- [For childminding provision: I act as the Special Educational Needs Co-ordinator (SENCO) for the children/**Within my childminding group, the Special Educational Needs Co-ordinator (SENCO) for the children is:**
_____]
- [The SENCO works closely with our manager and other colleagues/**me** and has/I have] responsibility for the day-to-day operation of [our/my] Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- [We/I] ensure that the provision for children with SEN is the responsibility of all members of the setting.
- [We/I] ensure that our inclusive admissions practice ensures equality of access and opportunity.
- [We/I] provide a broad, balanced and differentiated curriculum for all children.
- We/I] apply SEN support to ensure early identification of children with SEN.

¹ This includes disabled children with special educational needs

- [We/I] use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- [We/I] 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/I] where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- [We/I] provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- [We/I] liaise and work with other external agencies to help improve outcomes for children with SEN.
- [We/I] 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/I] [We/I] provide resources (human and financial) to implement [our/my] Supporting Children with Special Educational Needs Policy.
- [We/I] ensure that all [our/my] staff are aware of [our/my] Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. [We/I] provide in-service training for parents[, practitioners] and volunteers.
- [We/I] raise awareness of our special education provision via our website and or promotional materials.
- [We/I] 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.
- [We/I] provide a complaints procedure.
- [We/I] monitor and review our policy annually.

Further guidance

- 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 by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed on behalf of the provider _____

Name of signatory _____

Role of signatory (e.g. chair, director or owner) _____

Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (2015)
- SEND Code of Practice for the Early Years (2014)