

Safeguarding and Welfare Requirement: 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

We provide an environment in which all children with special educational needs (SEN) 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 his/her name to parents. Our SENCO (Inclusion Lead) is:

Olivia Langham

- 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 and for co-ordinating provision for children with SEN.
- 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
- We where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.

¹ This includes disabled children with special educational needs

- 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 will provide resources (human and financial) and make reasonable adjustments to implement our Supporting Children with Special Educational Needs Policy. However, Safeguarding all children has to take priority if we are at our maximum capacity for supporting children with SEN and we may have to defer a child's nursery place until appropriate support has been put in place.
- 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.
- If a child's level of support needed increases during their time, all reasonable adjustments will be made to support them. However, if a child is requiring 1:1 support for long periods parents may be requested to collect their child if the level of need becomes detrimental to the staff and other children in the setting as Safeguarding all adults and children is paramount. This decision will only be made by a manager when staff have tried all distraction and support techniques available to them. Our Inclusion lead will offer as much support as possible in these circumstances, but if staffing does not allow, a child's sessions may need to be reduced or place deferred until appropriate external support and funding has been sought. Our Inclusion Lead will meet with parents to discuss this if the need arises.
- 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 regularly.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

This policy was adopted by	<u>Daffodils Outdoor Nursery Ltd</u>	<i>(name of provider)</i>
On	<u>August 2019</u>	<i>(date)</i>
Date to be reviewed	<u>August 2020</u>	<i>(date)</i>
Signed on behalf of the provider	<hr/>	
Name of signatory	<hr/>	
Role of signatory (e.g. chair, director or owner)	<hr/>	

Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (2010)
- SEND Code of Practice for the Early Years (2014)