



Equal Opportunities Policy

9.2 Supporting children with special educational needs and disabilities

Policy statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential. We have high aspirations for all our children in the setting. As detailed in the Early Years Guide to SEND 2014, children's SEN are generally thought of in four broad areas of needs and support – communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.

- We have regard for the SEND Code of Practice (Sept. 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 attempt to meet those needs through a range of SEND strategies, with the permission of parents.
- 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 SENDCO is **Penny Cartwright**
- 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.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We work closely with 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 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 are appropriately involved at all stages of the graduated response, taking into account their levels of ability. As a setting we will assess, plan, do and review.

- We have systems in place for supporting children. As of September 2014, the Early Years Action Plus has been replaced with SEN support, which is a graduated approach to supporting children with SEN or disabilities.
- We have systems in place for working with other agencies through the Devon Assessment Framework (DAF) at each stage.
- As of September 2014, Educational Health Care Plans (EHCs) are being introduced to replace Statementing. EHCs should be reviewed every 12 months.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs and Disability Policy. 2 year old funding may be available to families receiving Disability Living Allowance.
- When necessary we provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Communication and Language trained staff.
- We ensure the effectiveness of our special educational needs 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.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2021)
- Working Together to Safeguard Children (DfE 2018)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

This policy was adopted by	Widcombe Pre-School	<i>(name of provider)</i>
On	20.1.2021	<i>(date)</i>
Date to be reviewed	2022	<i>(date)</i>
Signed on behalf of the provider		
Name of signatory	S Zab	
Role of signatory (e.g. chair, director or owner)	Deputy Manager	

Other useful Early Years Alliance publications

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

Reviewed 2022