

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 or disabilities

Policy statement

We provide an environment in which all children with special educational needs or disabilities (SEND) 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 SEND¹.
- 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

- As a Specialist Early Years Centre, we designate two members of staff to be the Special Educational Needs and Disabilities Co-ordinators (SENDCO) and give their names to parents. Our SENDCOs are:
Jane Pilgrim and Catherine Chidley
- The SENDCOs work closely with our manager and other colleagues and have responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEND.
- We ensure that the provision for children with SEND 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 SEND support to ensure early identification of children with SEND.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress. This is actioned through our local Graduated Pathway for Early Help and is supported by our Early Years Service at Gloucestershire County Council.
- 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.

¹ This includes disabled children with special educational needs

- Where appropriate, we consider children's views and wishes in decisions being made about them, relevant to their level of understanding.
- 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 Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy, including discreet SENDCo and Outreach teams.
- 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 SEND.
- We provide in-service training for practitioners and volunteers and for parents through our targeted parent support groups and specially arranged speakers when available.
- We raise awareness of our special education provision via our website and our promotional materials.
- 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 agencies' views, inspections, and complaints. This information is collated, evaluated, and reviewed annually through our Centre Development Plan procedures, staff supervision and appraisals.
- We consider our SEND provision to be laying the foundations for successful preparation for adulthood, including independent living and employment in future years (*SEND Code of Practice 2015:p19-20*)
- We provide a complaints procedure.
- We 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 2015)

This policy was adopted by	Cirencester Opportunity Group	
On	<u>May 2018</u>	(date)
Reviewed	<u>October 2021</u>	(date)

Other useful Pre-school Learning Alliance publications

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