

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.

Supporting children with special educational needs and Disability (SEND) at **St Clements Pre School LTD**

Policy statement

We provide an environment in which all children, including those 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 (SEND)(2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We have in place a clear approach for identifying, responding to, and meeting children's SEN¹. This includes disabled children with special educational needs.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We identify children who would benefit from Communication and language assessment and use the findings to set clear next steps and refer to outside agencies for further support if needed.
- We write Individual Education Plans (IEP's) for children who have been identified as requiring additional support to improve their outcomes. Plans are shared and reviewed regularly as part of the plan, do , review process.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for the children with SEN and their families
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- At times our setting can be supporting a high number of children who have a wide range of additional needs. In order to ensure that we effectively meet the needs of all of our children, we have to carefully consider how we provide additional support. There may be times when we do not feel that we could effectively meet the needs of any new children with additional needs. We are strongly committed to providing the best for our children and this is not a decision we will take lightly and all options of support will be considered before coming to a decision.

¹ This includes disabled children with special educational needs.

- **EYFS themes and principles underpinning policy and practice.** (= Learning and Development)

A Unique Child (UC)	Positive Relationships (PR)	Enabling Environments (EE)
Every child is a unique child who is constantly learning & can be resilient ,capable ,confidant & self assured	Children learn to be strong and independent through positive relationships.	Children learn & develop well in enabling environments, in which their experiences respond to their individual needs & there is a strong partnership between practitioners & parents & carers.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO at both Iford and Nursery is: Rachael Hills supported by the micro SEN team.
- The SENCO works closely with managers and other colleagues and has responsibility for the day to day operation of Supporting Children with Special Educational Needs and Disability policy and for coordinating provision for children with SEN.
- 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 provide a broad, balanced and differentiated curriculum for all children.
- We **identify when** additional support **is** required 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 work closely with the 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.
- Where appropriate, we take into account 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 advice and support eg Local offer, Information, Advice and Support Service.
- We liaise and work with external agencies to help improve outcomes for children with SEN. **We ensure that their recommendations / actions are included in the plan, do, review process.**
- We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools to help improve outcomes for children with SEN.
- **When children leave our setting we ensure that all their SEND records along with a one page profile are transferred to the new setting/school for continuity of care and information sharing.**

- We have systems in place for referring children for further assessment, **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 and Disability Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs and Disability policy and the procedures for identifying, assessing and making provision for children with SEN.
- We provide in-service training for, practitioners and volunteers **and support parents in understanding and using strategies, resources and programs that are successful in supporting their children**.
- 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. 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 provide a complaints procedure.
- We monitor and review our policy annually.

Further guidance

- Early Year Foundation Stage Statutory Framework (DfE) 2017
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)
- Working Together to Safeguard Children (DfE 2018)

This policy was adopted at a meeting of

St Clements

Held on

SPRING TERM 2021

Date to be reviewed

SPRING TERM 2022

Signed on behalf of the provider

Name of signatory

Elaine King and Rachael Hills

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

Owners/managers

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)