

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.

Hollytree Community Pre-school – Policies and Procedures

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, 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 her name to parents. Our SENCO is: Sue Willcock
- The SENCO works closely with our staff 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.
- Staff use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.

Assess - make regular assessments to ensure that support is matched to need.
Specialist assessments will be arranged as and when necessary.

Plan - record any intervention and support given

Do - implement the interventions and support agreed

Review - evaluate the support and the impact on the child's progress

¹ This includes disabled children with special educational needs

- 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 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. Some children may require an Education, Health and Care (EHC) Assessment. This is requested in order for the local authority to decide whether it is necessary for it to make specific provision to meet the child's needs. The purpose of the EHC Plan is to ensure special educational provision meets the special educational needs of the child and to secure improved outcomes for them across education, health and social care.
- 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. We provide in-service training for practitioners and volunteers.
- We raise awareness of our special education provision via our website and or 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 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 2023)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

This policy was adopted by

Hollytree Community Pre-school

Last review

August 2023

Date of next review

August 2024

Signed on behalf of the provider

J Goldspink

Name of signatory

Jo Goldspink

Role of signatory

Joint Manager

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)