

General 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, including those with special educational needs, are supported to reach their full potential.

- We have regard for the DFE Special Educational Needs Code of Practice (2014) and the Equality Act 2010.
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- 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 her name to parents. Our SENCO is Mrs Karen Reader
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- 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 approach system (SEN Code of Practice 2015) 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 the inclusions officer employed by Herts County Council (HCC), 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.

- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs and in some circumstances we would complete a Herts IAELD.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated approach, taking into account their levels of ability.
- We have systems in place for supporting children during the SEN support cycle of asses, plan, do and review.
- We have systems in place for working with other agencies through the Common Assessment Framework at each stage. Education, Health and Care plan.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources in certain extreme circumstances we may be able to apply for some E.N.F through HCC to implement our Special Educational Needs Policy.
- We provide in-service training for parents, practitioners and volunteer.
- 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.

This policy was adopted on

Date to be reviewed

Signed

Date to be reviewed

Signed
