

Coniston Early Years Centre Policy Document

Safeguarding and Welfare Requirement: Special educational needs. Providers must have arrangements in place to support children with SEN or disabilities. 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 (SEN), are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice 0-25 (2014) and any subsequent updates.
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- 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 have a designated member of staff to be the Special Educational Needs Co-ordinators (SENCO's) for the setting and give their names to parents. Our SENCO is:
.....Joanne Wright.....
- We ensure that the provision for children with special educational needs is the responsibility of all members of the pre school.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use a graduated approach to identifying, assessing and responding to children's special educational needs.
- 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.

- 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 in connection with 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 Special Educational Needs plans (SEN plans) for children with special educational needs.
- 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.
- We have systems in place for supporting children during the various stages of the process.
- We have systems in place for working with other agencies through each stage of the Early Years graduated response process.
- We use a system for keeping records of assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We provide in-service training for parents, practitioner and volunteers where practical and applicable.
- We raise awareness of any specialism the setting has to offer eg Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. SEN 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.

Further Guidance

- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- The Team Around the Child (TAC) and the lead professional: A Guide for Managers (CWDC 2009)
- Special Educational Needs Code of Practice 2014