

## **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**

At Trinket Box, 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 (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEN<sup>1</sup>.
- 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 SEN and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

### **Procedures**

- We designate two members of staff to be the Special Educational Needs Co-ordinator (SENCO) and give their names to parents. Their names are :

**Natalie Sole and Michelle Houghton**

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- The SENCO works closely with the Manager and other colleagues 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 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 apply SEN support 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 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, where appropriate, 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, e.g. Local Offer, Information, Advice and Support Service.

<sup>1</sup> *This includes disabled children with special educational needs*

- 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. Common Assessment Framework/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.
- We ensure that all staff are aware of 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.
- 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 Years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

**\*This policy is approved by the Committee and reviewed annually\***

#### **Other useful Pre-school Learning Alliance publications**

- Guide to the Equality Act and Good Practice (2010)
- SEND Code of Practice for the Early Years (2014)