

General Welfare Requirement: Safeguarding and Promoting Children's Welfare

The provider must take necessary steps to safeguard and promote the welfare of children.

Equality of Opportunity

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 DfES Special Educational Needs Code of Practice (2001).
- 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 regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

EYFS key themes and commitments

| A Unique Child | Positive Relationships | Enabling Environments | Learning and Development |
|--|---|---|---|
| 1.1 Child development 1.2 Inclusive practice 1.4 Health and well-being | 2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person | 3.2 Supporting every child 3.3 The learning environment 3.4 The wider context | 4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking |

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) who monitors all children in the pre-school identifying individual needs.
- The identity of our SENCO is made known to parents on intake and via our notice board.
- Our SENCO undertakes regular and relevant training. Our SENCO receives support and guidance from the pre-school, our Area SENCO and through attending SENCO Network meetings.
- Our SENCO is Trudi Brown

- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting working in partnership to an agreed outcome/aim.
- We encourage, whenever possible and appropriate, full participation in activities and adapt/modified activities where/when needed.
- We operate a key work system and key work time daily to ensure quality interactions and specific opportunity for observing areas of development or concern.
- We complete Learning Stories, Seasonal Reviews and observations which are recorded by key workers and evaluated by the Manager to ensure continuous child development and progression. Through this monitoring system we continually evaluate the effectiveness of our provision, levels of opportunity and involvement for all our children and ensure we provide quality adult to child interactions.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system 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 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) or Individual Play Plans (IPP's) for children with special educational needs. Both plans are daily monitored and reviewed every six to eight weeks.
- 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 Early Years Action, Early Years Action Plus, Statutory Assessment and the Statement process. Parents, the setting and professionals work in partnership during each stage and during transition between stages.
- We also work in partnership contributing to Health Plans and Common Assessment Frameworks (CAF).
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We provide in-service training for parents, practitioners and volunteers.
- 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. 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.
- If it is felt that a child's needs cannot be met in the pre-school without additional staffing and/or equipment, funding will be sought to ensure that our provision is appropriate for the child's needs.
- We work in liaison with relevant professionals and outside agencies including Sure Start, Children's Play link and Pre-school Learning Alliance.
- We hold information on and advise on external support services from Local Authority and voluntary/private organisations, including the parental partnership service provided by South Gloucestershire Council titled Supportive Parents for Special Children (SPSC).