



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.

Policy statement:

We provide an environment in which all children, including those with educational special needs are supported to reach their full potential.

We have regard for the DfE Special Educational Needs Code of Practice (2014).

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 children's individual 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 his/her name to parents. Our SENCO is Melanie Mattock.

We ensure that the provision for children with special educational needs is the responsibility of all staff in the setting.

We ensure that our inclusive admissions practice ensures equality of access and opportunity.

We use the graduated response system to identify, assess, and respond 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 of all stages of the assessment, planning, provision and review of their child's education.

We provide parents with sources of information and independent advice and support.

We liaise with our professionals involved with children with special educational needs and their families, including transfer arrangements to our 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.

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 through the Early Years Action process (stage 2 on the Continuum of Need)

We have systems in place for working with other agencies through the Common Assessment Framework (CAF) at each stage.

Early Years Action Plus (stage 3 on the Continuum of Need),



Statutory Assessment and the Statementing process (stage 4 on the Continuum of Need)

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 practitioners and volunteers.

We raise awareness of any specialism that the setting has to offer for example makaton and bucket time trained staff.

We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources - for example IEP reviews, staff and management meetings, parental and external agency views, inspections and complaints. This information is collated, evaluated and reviewed yearly.

We provide a complaints procedure.

We monitor and review our policy yearly.

This policy has been created with reference to:

The SEND code of Practice 2015

Children and Families Act 2014 (part 3)

Equality Act 2010

Working together to safeguard children 2018

EYFS

Date to be reviewed:

Signed on Behalf of Provider: