



## STANTON PRE SCHOOL POLICIES AND PROCEDURES

### **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 or Disabilities**

The Children and Families Act 2014 requires local authorities to publish, in a single phase, information on services and provision across education, transport, health and social care for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND).

We ensure our provision is inclusive for all children with special educational needs and disabilities.

We support parents of children with special educational needs and disabilities.

We identify the specific needs of the children with special educational needs and disabilities and meet those needs through a range of SEND 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.

We have a designated Special Educational Needs Co-ordinator (SENCO) who currently is our Deputy Manager Eirwen Peters.

We comply with the Statutory Framework for the Early Years Foundation Stage (2014) and the Equality Act (2010).

We have regard to the Special Educational Needs and Disability Code of Practice (2014).

#### **Policy statement**

We provide an environment in which all children with special educational needs or disabilities (SEND) 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 SEND<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.

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



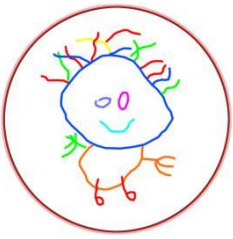
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- We will regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

### Procedures

- We will designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give their name to parents.
- The SENCO works closely with our 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 will ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We will ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We will provide a broad, balanced and differentiated curriculum for all children.
- We will apply SEN support to ensure early identification of children with SEN.
- We will use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We will 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 will, where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We will provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We will liaise and work with other external agencies to help improve outcomes for children with SEN.
- We will 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\* <http://www.suffolkscb.org.uk/assets/files/2014/Prevention-and-Early-Help-Strategy-2014-16.pdf> .

\*The EHC is a simple way to help identify needs of children and families and make a plan to meet those needs. It is a shared tool which can be used by all agencies in Suffolk who are delivering early help. Its purpose is to provide a co-ordinated response so no-one misses out on the support they may need.



#### STANTON PRE SCHOOL POLICIES AND PROCEDURES

- We will provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We will ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. We may provide in-service training for parents', practitioners and volunteers.
- We will raise awareness of our special education provision via our website and or promotional materials.
- We provide a complaints procedure.
- We monitor and review our policy annually.

#### **Further guidance**

- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)