

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.

Come and Play Preschool



Registered Charity No. 1022409

9.2 Supporting children with special educational needs

Policy statement

We provide an environment in which all children 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 SEN¹.
- 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 a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is: Flora Lau
- The SENCO works closely with her colleagues and has responsibility for the day-to-day operation of Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- The SENCO attends termly Cluster Group Meetings with Bucks Inclusion Advisor.

¹ This includes disabled children with special educational needs

- We ensure that the provision for children with SEN 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 understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- Parents can obtain independent advice and support from the Bucks Special Educational Needs and Disabilities Information, Advice and Support (SEND IAS) Service Telephone: 01296 383754 or email sendias@buckscc.gov.uk
- 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 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 provide in-service training for parents, practitioners and volunteers. They will write, implement and monitor Assess, Plan, Do, Review procedure.
- All staff will support the SENCO in her role. They will maintain confidentiality at all times.
- We raise awareness of our special education provision (SEND local offer) via our website and can also be found on the Bucks County Family Information site.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Barriers to Learning and Participation audit form and Environmental audit form, 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 2017)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

This policy was adopted on

13/2/2020

Date to be reviewed

Spring 2023

Signed by chairperson

Signed by preschool leader