



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 regarded 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 monitor and review our policy, practice and provision and, if necessary, make adjustments.

EYFS key themes and commitments

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

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 **MICHELLE REES**.
- 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 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 educational plans (IEPs) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved in 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 Statementing process.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. individual Educational Plan reviews, staff meetings and parental and external agency's views, inspections and complaints.
- We provide a complaints procedure.
- We monitor and review our policy annually.

This policy should be read in conjunction with:

- Administering medicines/ First Aid/ Managing children with allergies or who are sick or infectious
- Equality of Opportunity – Achieving positive behaviour
- Equality of Opportunity – Valuing diversity and promoting equality
- Camera, mobile phone and recording devices policy
- ICT policy
- Health and Safety General Standards
- Looked After Children
- Maintaining children's Safety and Security on Premises
- Making a complaint
- Missing Child
- Safeguarding children and child protection
- Supervision of children on outings and visits