

Equal Opportunity

Supporting children with special educational needs



Policy statement

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

- We have regard for the DfES Special Educational Needs Code of Practice (2015).
- 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.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give their name to parents.
- Our SENCO is Jenny Pring and our Deputy SENCO is Heidi Fisher.
- 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 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 provide all children and staff the necessary guidance to ensure the inclusion of children with SEN (for example, basic hand signs).
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual Play Plans (IPPs) 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 and working with other agencies through each stage of the Early Help Record & Plan process.

The Early Help Record and Plan is the common process in Swindon for supporting children, young people and families with additional needs through early identification, swift intervention and a planned, coordinated response. The aim is to consider the needs of the child or young person in four key areas:

- Health and Well-being
- Development needs, educational attainment and achievement
- Parenting/caring
- Family and Community

The intention is for all children and young people, irrespective of their circumstances, to have the best start in life, to grow up safe, stable and healthy, to fulfil their potential and make a contribution to their community.

- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.

The Early Help Record is the first part of the single assessment process that aims to empower children, young people and their families and provide a timely, seamless service if needs escalate. The Single Assessment supports families through early help to escalating complex needs and urgent needs that require a statutory response from children's social care (see Swindon Safeguarding Partnership Threshold Guidance) and/or an Education, Health Care Plan to respond to special educational needs and/or disability

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- 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. Sign-a-long trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Play Plan reviews, staff and

management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually.

- We provide a complaints procedure.
- Our Equal Opportunity, Valuing Diversity and Promoting Equality Policy is in place to further support this policy.
- We monitor and review our policy annually.

Further guidance

- Special Educational Needs Code of Practice (DfES 2015)
- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2015)

Authorisation & Review

This policy was adopted at a meeting of Wroughton Preschool

Held on _____

Date to be reviewed Yearly at AGM

Signed on behalf of the management committee _____

Name of signatory _____

Role of signatory (e.g. chair/owner) Chairperson