

9.2 Supporting Children with Special Educational Needs

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.

9.2.1 Policy statement

All children are entitled to an education that enables them to:-

Achieve the best possible education and outcomes and become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

A child is considered to have a special educational need (SEN) 'if they have a learning difficulty or disability that calls for special educational provision to be made for him or her'. We recognise that not all children with SEN have a disability and not all children with a disability have SEN.

When supporting a child and family with SEN our practice and provision is informed by the three key principles of the Special Educational Needs code of Practice (2014) which have regard to:

- the views, wishes and feelings of the child and their parents.
- the importance of the child and their parents being enabled to participate as fully as possible in decisions, including provision of the information and support necessary
- supporting parents and child so that they achieve the best possible educational and other outcomes, preparing the child effectively for adulthood.

In order to provide an environment in which all children, including those with special educational needs (SEN), are supported to reach their full potential we promote:-

- Inclusion in experiences and activities alongside peers
- Early identification of children's needs.
- Early intervention to meet those needs through a range of strategies.
- the importance of children and parents/carers being central to decision making, and
- Multi-agency collaboration
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

9.2.2 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:

name

Sarah North

- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting, keeping the child's needs at the centre of everyone's thinking. Staff are kept up-to-date through regular meetings and appropriate training.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.

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- We continually assess children to identify, respond to and support emerging needs.
- We work closely with the parents of children with special educational needs to create and maintain a positive partnership and for the sharing of information.
- 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 in connection with transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We focus on the individual child, their current strengths, barriers to learning and participation in activities.
- We use a cyclical, graduated system of 'Assess', 'Plan', 'Do', 'Review', with increasing detail required each time to lead to more effective support. If 'despite purposeful action' the child makes little or no progress over a sustained period then practitioners and parents should consider seeking advice beyond the setting.
- 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 use Support and Achievement Play Plans written together with parents, to inform the assessment, planning, provision and review for children with EHC special educational needs. Where a child has an EHC plan, the local authority must review the plan, as a minimum, every three months. West Berkshire reviews the plans every term.
- We provide human, environmental and financial resources to implement our Supporting Children with Special Educational Needs Policy.
- We access appropriate and relevant training for staff and provide in-house training, to support practitioners, volunteers, children and families.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. SAPP reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We maintain a local offer of SEND provision, which is regularly updated by Pre-School and published by West Berkshire Council on their website.
- We provide a complaints procedure.
- We monitor and review our policy annually.


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Further Guidance

- DfE Children and Families Act 2014 (part 3:SEN) and related regulations
- DfE Working together to Safeguard Children (2013)
- Equality Act 2010
- DfE Keeping children safe in Education
- DfE Supporting pupils in school with medical conditions 2014
- Care Act 2014
- National Health Service Regulations 2013
- NHS Act 2006(Part 3, section 75 and 14Z2)
- Health and Social Care Act 2012
- The Children Act 1989 Guidance and Regulations Volume 2 and Volume 3
- The Children Act 2004
- Reasonable Adjustments for disabled pupils (2012) Technical guidance and from Equality and Human Rights Commission
- DfE Autism Strategy
- Mental capacity Act Code of Practice: Protecting the Vulnerable (2005)
- The SEN (Personal Budgets and Direct Payments) Regulations: Section 49
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010).
- Early Years Foundation Stage and the Disability Discrimination Act (DCSF 2010).
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009).
- Special Educational Needs Code of Practice (DfES 2014).
- Early years Guide to the 0-25 SEND Code of Practice (DfES 2014)

Other useful Pre-school Learning Alliance publications

- The Role of the Early Years Special Educational Needs Co-ordinator SENCO (2006)

This policy was adopted at a meeting of	<u>Purley Pre-School Committee</u>
Held on	<u>10th Feb 2015</u> (date)
Date to be reviewed	<u>10th Feb 2017</u> (date)
Signed on behalf of the provider	<u></u>
Name of signatory	<u>Charlotte Allum</u>
Role of signatory (e.g. chair, director or owner)	<u>Chair, Purley Pre-School</u>