

Acorn Pre-school and the Mighty Oaks Clubs, Shefford Policy and Procedure

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 opportunities for children in their care, including support for children with special educational needs or disabilities.

Policy statement

At Acorn Pre-School we provide an environment that all children including those with Special Educational needs (SEN) are supported to reach their full potential.

For a child with SEN we have regard for the Special Educational Needs Code of Practice (2014) and seek advice from our Early Years Advisory team.

We support parents and children with Special Educational Needs. With support from our outside agencies we identify and support the educational needs of the individual.

We work in partnership with parents and outside agencies to ensure the best outcomes for the children.

We monitor and review our policy, practice and provision and make adjustments where needed.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive Practice	2.1 Respecting each other	3.2 Supporting every child	4.1 Play & Exploration
1.3 Keeping Safe	2.3 Supporting Learning		4.2 Active learning

Procedures

- We ensure that parents and other carers are made aware that our designated Special Educational Needs co-ordinator is Julie Grinham.
- We ensure that responsibility for inclusion and appropriate provision is shared by all members of the setting.
- Our inclusive admissions practice ensures equality of access and opportunity.
- We use a graduated response system for identifying, assessing and responding to children's special educational needs.
- We work in partnership with parents of children with Special Educational needs and ensure they are informed at all stages of the assessment, planning, provision and review of their children's education.

- We ensure that our physical environment is, so far as possible, suitable for children of all abilities and encourages all children to take the fullest possible part in all pre-school activities.
- There will be a close liaison with parents and carers of children with special educational needs including transfer arrangements to other settings and schools.
- We provide parents with information on sources of independent advice and support.
- Parents are kept informed at all stages of assessment, planning, and review of their child's provision, progress and achievements.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs
- We use a system for keeping records of the 'access, plan, do and review' for children with special educational needs.
- If a child's needs indicate that additional physical or human resources will be needed additional funding will be sought to ensure the appropriate level of support.
- We ensure the privacy of children with special educational needs when intimate care is required.
- We have systems in place for working with other agencies through each stage of the Common Assessment Frame work (CAF) or local alternatives for example, Early Help Assessment (EHA).
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide in - service training for practitioners and volunteers.
- We raise awareness of appropriate specialism's the setting has to offer e.g Makaton trained staff.
- We regularly review the effectiveness of our special educational needs provision for each child as a whole taking into account information from a range of sources including staff and managements meetings, parental and external agencies views, inspections and complaints.
- We have an inclusive practice that promotes and values diversity and difference.
- We challenge any discriminatory and inappropriate attitudes
- We provides a complaints procedure.
- Our polices are monitored and reviewed annually

Further guidance

- SEND Code of Practice for the Early Years (Pre-school Learning Alliance 2014)
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage Statutory Framework (DfE 2014)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- Working Together to Safeguard Children (DfE 2013)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

This policy gained staff consent on 18th December 2014

This policy was the subject of parent consultation between 7th and 21st January 2015

This policy was adopted at a minuted full meeting of the Committee held on

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Confirmed on behalf of Acorn Pre-school and the Mighty Oaks Clubs

Signature

Position **Date**
