

## Equality of opportunity

### 1.13 Supporting children with Special Educational Needs

#### Policy statement

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

The term SEND support defines arrangements for identifying and supporting children with special educational needs and/or disabilities. We are required to offer appropriate support and intervention and to promote equality of opportunity for children that we care for. Children's SEND generally falls within the following four broad areas of need and support:

- communication and interaction
  - cognition and learning
  - social, emotional and mental health
  - sensory and/or physical needs
- 
- We have regard for the Special Educational Needs and Disability (SEND) (DfE and DoH 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, and by starting TAFs if relevant.
  - 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 his/her name to parents. Our SENCO is:  
**Andrea Parker**
- 
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.

- The SENCO works closely with the Pre-School Leader and other 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.
- 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, and on any outside agencies that work with their children.
- The SENCO and all relevant staff meet regularly, usually once every half term, to review and plan strategies to support SEN children.
- We obtain consent from parents before we share information or obtain advice from other professionals.
- 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 individual educational plans (IEPs) 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 with SEN at pre-school. We can apply for additional funding to support their individual needs.
- In some cases where required, we draw up an Education Health and Care Plan which is in addition to SEN funding shown above.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy and fundraise to offer extra resources.
- We provide in-service training for parents, practitioners and volunteers as required.
- We raise awareness of any specialism the setting has to offer, e.g. BSL (British Sign Language) trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints.
- We provide a complaints procedure.
- We monitor and review our policy annually.

## Further guidance

Special Educational Needs and Disability (SEND) (DfE and DoH 2015)

[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Ready, Steady, SENCO (Pre-school Learning Alliance 2018)

This policy was adopted at a meeting of	Cullompton Pre-School	name of setting
Held on	<u>8<sup>th</sup> December 2010</u>	(date)
Date to be reviewed	<u>December 2011</u>	(date)
Signed on behalf of the management committee	Emma Jones	
Name of signatory	<u>Emma Jones</u>	
Role of signatory (e.g. chair/owner)	<u>Chairperson</u>	

This policy has an annual review period and, as such, will be reviewed and signed off at a management committee meeting of Cullompton Pre-School each year, as shown below.

Previously reviewed on:-	10 <sup>th</sup> December 2014	by	Caroline Williams Chairperson
Previously reviewed on:-	12 <sup>th</sup> October 2015	by	Sarah Lush Chairperson
Previously reviewed on:-	27 <sup>th</sup> March 2017	by	Sarah Lush Chairperson
Previously reviewed on:-	25 <sup>th</sup> March 2019	by	Alex Fox Chairperson

Reviewed by Staff on:	16 <sup>th</sup> May 2022 (AP/MW)
Reviewed by Committee on:	May 2022
Date of next review:	May 2023
Signed on behalf of the Management Committee:	J Madge
Name of Signatory (printed):	Jack Madge
Role of Signatory (e.g. Chairperson)	Chairperson