



## **Equality Opportunity**

### **Supporting children with special educational needs and disabilities**

#### **Policy**

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

- We have regard for the
  - Special Educational Needs and Disabilities Code of Practise: 0-25 years (2014).
  - The children and families act 2014, part 3
  - The Equality Act 2010
  - Special Educational Needs and Disability Regulations 2014
  - Statutory Framework for the Early Years Foundation Stage (From April 2017)
  - UNCRC
- We ensure our provision is inclusive to all children with special needs and disabilities (SEND).
- We identify the specific needs of children with special educational needs and disabilities and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practise and provision and if necessary, make adjustments.

## Procedures

- Our designated Special Educational Needs and Disabilities Coordinating officers are: Rae Tucker and Claire Chaffey.
- We ensure that the provision for children with special educational needs and disabilities are 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 by; assessing, planning, doing and reviewing.
- We work closely with parents of children with special educational needs and disabilities to create and maintain a positive partnership.
- We ensure that parents/carers 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 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 and disabilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing plans for children.
- We ensure that children are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, doing and review for children with special educational needs and disabilities.
- We provide resources (human and financial) to implement our special educational needs and disabilities policy.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer through the local offer e.g Makaton trained staff.
- We ensure the effectiveness of our special educational needs and disabilities provision by collecting information from a range of sources e.g individual plan, staff and management meetings, parental and external agency views, inspections and complaints (the information is collected, evaluated and reviewed regularly).
- We provide a complaints procedure

- We monitor, review and evaluate the effectiveness of our inclusive practises and policy annually, to ensure we promote and value diversity and difference.