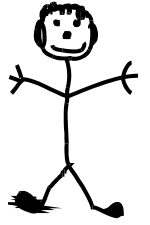


# FIRST STEP PLAYGROUP



## 1.12 Supporting children with special educational needs

### Policy statement

At First Step Playgroup we provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the DFES Special Educational Needs and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We support parents and children with special educational 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, practice and provision and, if necessary, we make adjustments.

### Procedures

- Our designated member of staff for Special Educational Needs Co-ordinator (SENCo) is Angie Kelly. Parents are informed of the SENCo upon starting at the setting.
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- We ensure that the provision for children with special educational needs and disabilities 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 and disabilities.
  - We use a system of Assess, Plan, Do, Review, (APDR) and reviewing Targeted Support Plans for children with special educational needs and disabilities.
  - We have systems in place for supporting children during Statutory Assessments such as Early Help Assessments and the Education, Health and Care (EHC) plan process.
  - We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs and disabilities.

- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We provide in-service training for practitioners and volunteers.
- We ensure the effectiveness of our special child's needs provision by collecting information from a range of sources e.g. Targeted Support Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

### Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2018)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

|                                    |                                   |
|------------------------------------|-----------------------------------|
| Held on                            | <hr/> 20 <sup>th</sup> March 2019 |
| Reviewed                           | <hr/> 07 October 2020             |
| Reviewed                           | <hr/>                             |
| Signed on behalf of the management | <hr/>                             |
| Name of signatory                  | <hr/> Angie Kelly                 |
| Role of signatory                  | <hr/> Manager                     |
|                                    | <hr/>                             |

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