



FIRST STEP PLAYGROUP



Policies and Procedures

Safeguarding and Promoting Children's Welfare

Equality of opportunity

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, 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 planning, implementing, monitoring, evaluating and reviewing individual child plan (ICPs) for children with special educational needs and disabilities.

- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment 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.

Held on

8th November 2016

Date to be reviewed

November 2017

Signed on behalf of the management

Name of signatory

Angie Kelly

Role of signatory

Manager

Reviewed

12th Sept 2017

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