



## **Equality of opportunity**

### **ED2 Supporting children with special educational needs**

#### **Policy statement**

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 DfE Special Educational Needs & Disability Code of Practice 0-25 years (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.
- 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.

#### **Graduated approach**

##### **Initial identification and support (identifying special educational needs)**

- Ongoing formative assessment forms part of a continuous process for observing, assessing, planning and reviewing children's progress.
- Children identified as having difficulty with one or more area of development should be given support by applying some simple strategies and resources.
- For most children application of some simple differentiation approaches will be enough to build confidence and help the child develop, 9.12a SEN Support: Initial record of concern form can be used for this purpose.
- If despite applying differentiated strategies a child continues to struggle and is showing significantly more difficulty with learning than their peers or has a disability which requires specific adjustments, then the key person should raise a concern with the setting's SENCo/setting manager and the child's parents.

## Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCo) and give their name to parents.
- Our SENCo is **Jennifer Withers**.
- We ensure that the provision for children with special educational needs is the 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, 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. Parents can find information on the Live Well Southend website.
- 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 Support Plans (ISPs) 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 during SEN support, and Education, Health and Care plans. (EHC)
- 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.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual 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 use the Early Childhood Environment Rating Scale to review, monitor and evaluate the effectiveness of inclusive practices that promote and value diversity and difference.

- We provide a complaints procedure.
- We monitor and review our policy annually.
- We challenge inappropriate attitudes and practices and provide training to overcome these challenges.
- We encourage children to value and respect each other through discussion, playful activities, books that depict children from a wide variety of backgrounds and through visual images that encourage discussion, thereby developing acceptance of all children.

### **Involving the child**

- The SEND Code of Practice supports the rights of children to be involved in decisions about their education.
- Inclusion of children with SEND helps build self-confidence and trust in others.
- Ascertaining children’s views may not be easy, a range of strategies will be needed.
- Accurate assessment helps identify children’s strengths and possible barriers to learning.
- The key person and setting manager/SENCo work in partnership with parents and other agencies to involve the child wherever appropriate.
- Children are involved at appropriate stages of the assessment and to their level of ability.
- Establishing effective communication is essential for the child’s involvement.

### **Legal framework**

#### *Primary legislation*

- SEN Code of Practice 2015
- Equality Act 2010
- Special Educational Needs and Disability Act (SENDA) 2001
- The Children's Act 2004
- Children & Families Act 2014

This policy was adopted at a meeting of

Little Fishes Pre-School

Held on

20/9/11

Date to be reviewed

Reviewed: 15/03/2022

Next Review: Spring Term 2023

Signed on behalf of the management  
committee

Maggie Mann – Chair

Tracy Parkins - Manager