

### **Safeguarding and Welfare Requirement: Equal Opportunities**

Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

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

### **Policy statement**

Little Fingers Pre-school, provides an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEN<sup>1</sup>.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly 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 her name to parents. Our SENCO is: LEANNE SHUTTLEWORTH
- The SENCO works closely with other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEN support to ensure early identification of children with SEN.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes
- We where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.

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<sup>1</sup> This includes disabled children with special educational needs

- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of our special education provision via our website and or promotional materials.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action 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 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

This policy was adopted by	Little Fingers Pre-school
On	
Date to be reviewed	March 2022
Signed on behalf of the provider	
Name of signatory	Carolyn Coleman
Role of signatory (e.g. chair, director or owner)	Chair

### Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (2015)
- SEND Code of Practice for the Early Years (2014)

## 9.2 Supporting children with special educational needs

### COVID-19 Addendum

Vulnerable children continue to be expected and encouraged to attend educational provision where it is appropriate for them to do so (for children with education health and care (EHC) plans this will be informed by a risk assessment approach.)

Children, young people and staff who have been classed as clinically extremely vulnerable due to pre-existing medical conditions, have been advised to shield may attend nursery from September 2020. This will need to be reviewed on a case by case basis with a risk assessment put in place.

Due to the lockdown and as per the Early Years Foundation Stage: coronavirus disapplications adjustment, the EYFS two-year-old progress check requirement may mean that some progress checks are delayed. These will take place as soon as is reasonably practical and any areas where a child's progress is less than expected, we will put a plan in place with activities and strategies to address any concerns.

Assessment for all children will take place gradually over the next few months with a strong focus on re-settling children. Strategies and support will be put in place for any children with noticeable gaps in development progress.

Shielding advice has been paused nationally from 31 March 2021. However, children with SEND should still have their own risk assessment to ascertain whether the environment is safe for them to attend.

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