

## **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.

# **Parc Eglos Nursery Policy for Supporting children with special educational needs**

## **Policy statement**

We provide 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 (2015).
- We have regard for the Equality Act 2010.
- 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.

## **The Three Principles of the Code of Practice:**

### **We have regard to:**

The views, wishes and feelings of the child or young person, and the child's parents.

The importance of the child or young person and child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those.

The need to support the child or young person and the child's parents, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

## **Procedures**

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his name to parents. Our Lead SENCO is: **Mr Chris Powley and his Deputy is Mr Tony Flint**
- The SENCO and Deputy SENCO work closely with our Manager, Nursery Teacher and other colleagues and have responsibility for the day-to-day operation of Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.

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

- 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.
- 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 practitioners.
- We raise awareness of our special education provision via our website and the publication of our Local Offer through the Family Information Service.
- 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 2014)
- Working Together to Safeguard Children (DfE 2013)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2015)
- Equality Act 2010

This policy was adopted by

Parc Eglos Nursery

On

December 2014

Date to be reviewed

January 2018

Signed on behalf of the provider

Parc Eglos Nursery

Name of signatory

Mr Marc Talbot

Role of signatory (e.g. chair, director or owner)

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Chair of Governors

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