

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.

Bright Kids Nursery

9.2 Supporting children with special educational needs

Policy statement

We provide an environment in which all children, including those with Special educational needs & disability (SEND 2014), are supported to reach their full potential.

- We have regard for the Special Educational Needs & Disability (SEND 2014) 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 & disabilities.
- We identify the specific needs of children with special educational needs & disabilities and meet those needs through a range of SEND strategies including observations on them.
- 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

- We designate a member of staff to be the Special Educational Needs & Disability Co-ordinator (SENDCO) and give his/her name to parents. Our SENDCO is:
Amanda O'Brien
- 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 and disabilities
- We work closely with the 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 in connection with 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 education, health, care plans (EHC) for children with special educational needs and disabilities.

- We ensure that children with special educational needs and disabilities 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 the EHC plan.
- We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF) and Area SEND co-ordinator for local authority.
- 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 Supporting Children with Special Educational Needs & Disabilities Policy.
- Where parents refuse to accept that their child has special needs we will work in partnership showing empathy and giving out information.
- We will not contact any agencies unless we have an approval and support from the parent.
- 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 Education, Health care 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

- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage and the Disability Discrimination Act (DCSF 2010)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- The Common Assessment Framework for Children and Young People: A Guide for Managers (CWDC 2009)
- Special Educational Needs & Disabilities Code of Practice (DfES 2014)

This policy was adopted at a meeting of	Bright kids day nursery	<i>(name of provider)</i>
Held on	01/04/2018	<i>(date)</i>
Date to be reviewed	01/04/2019	<i>(date)</i>
Signed on behalf of the provider		
Name of signatory	Amanda O'Brien	
Role of signatory (owner)	Manager	

Other useful Pre-school Learning Alliance publications

- The Role of the Early Years Special Educational Needs & Disabilities Co-ordinator SENDCO (2014)