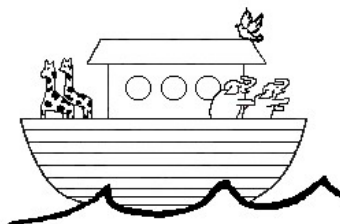


Safeguarding and Welfare Requirement: Equal Opportunities

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.

Noah's Ark



Pre-School

9.2 Supporting Children with Special Educational Needs

Policy statement

We provide an environment in which all children with special educational needs are supported holistically to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We monitor and observe all children and identify developmental needs using the EYFS framework
- We work in partnership with parents and other agencies in meeting individual children's needs
- We monitor and review our policy yearly, implementing any changes in the code of practice. Practice and provision are consistently monitored and reviewed through monthly staff meetings, support is then put in place where needed

Procedures

- Within our setting we have a named SENCO (Special Educational Needs Co-ordinator) and a deputy SENCO, families are made aware of whom our SENCOs are and how they can support them.
- The named SENCO works closely with the deputy SENCO and has responsibility for co-ordinating provision for children with SEN and the day-to-day operation of our Supporting Children with Special Educational Needs Policy. The SENCO also supports the key people of children with special educational needs and also feeds into management meetings and staff meetings to keep the whole team up to date.
- The SENCO ensures that the provision for children with special educational needs is met by all practitioners within the setting. This is done through monthly team meetings.
- We follow an inclusive admissions policy, which ensures everybody is welcome.
- We work closely with the families 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 development education and next steps. We do this through regular meetings.

- We liaise with other professionals involved with children with special educational needs and their families, including transition arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children's individual needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing action plans every six to eight weeks for all SEN children.
- We ensure that children with special educational needs are appropriately involved in the graduated approach, taking into account their levels of ability.
- We use a four-part cycle system for keeping records 'assess, plan, do and review' for children with special educational needs, this is known as the graduated approach.
- We provide suitable resources to implement our provision for Supporting Children with Special Educational Needs through Higher funding.
- We use the graduated approach to refer children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC/EHCP) assessment. Further information about the EHCP can be found via the SEND local offer.
- 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 and practitioners as required.
- We promote and encourage staff to undertake specialist training where needed and desired. We provide families with information about relevant training and how they access these themselves.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, families' and external agency's views, inspections and complaints. This information is considered and acted upon on an ongoing basis.
- We provide a complaints procedure. Full details of our complaints procedure can be found within our 'Complaints policy'.
- We monitor and review our policy annually.

'Noah's Ark continues to build strong working relationships and links with external support services to fully support our SEN children'.

- We provide families with local services of support including the local offer and Suffolk Info-link. Details of this can be found on the following link:

Info-Link: <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

SENDIASS: <https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendiaass/sendiaass-for-parents-and-carers>

We work alongside the following support services:

- Early years team
- Educational psychologists
- Children's therapy team
- Occupational therapists
- SALT (Speech and language therapists)

Further guidance

- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage Statutory Framework (DfE 2014)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

Other useful Pre-school Learning Alliance publications

- The Role of the Early Years Special Educational Needs Co-ordinator (SENCO) 2nd Ed (2013)
- Guide to the Equality Act and Good Practice (2010)
- SEND Code of Practice for the Early Years (2014)

This policy was adopted by

Noah's Ark Pre School

On

1st May 2019

Date to be reviewed

1st May 2020

Signed on behalf of the provider

Name of signatory


Charlotte Turpin

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

Chairperson