

General Welfare Requirement: Safeguarding and Promoting Children’s Welfare

The provider must take necessary steps to safeguard and promote the welfare of children.

Equality of opportunity

1.3 Supporting children with Special Educational Needs and Disability

Policy statement

We provide an environment in which all children, including those with special educational needs and disabilities, (SEND), are supported to reach their full potential.

- We have regard for the DfE’s Special Educational Needs and Disabilities Code of Practice 0-25 years (2014).
- We ensure our provision is inclusive to all children with SEND.
- We support parents and children with special educational needs (SEND).
- We identify the specific needs of children with SEND and meet those needs through a range of SEND 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.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development	2.1 Respecting each other	3.2 Supporting every child	4.1 Play and exploration
1.2 Inclusive practice	2.2 Parents as partners	3.3 The learning environment	4.2 Active learning
1.4 Health and well-being	2.3 Supporting learning	3.4 The wider context	4.3 Creativity and critical thinking
	2.4 Key person		

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is **Danielle Wright**
- We ensure that the provision for children with special educational needs and disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We have a Local Offer on the Hertfordshire website which details our expertise in the area of SEND and give prospective parents to see what we offer before they come to visit.

- We use the graduated response system for identifying, assessing and responding to children's special educational needs and Disabilities.
- We work closely with parents of children with SEND to create and maintain a positive partnership.
- We use the Graduated Approach (Assess, Plan, Do and Review) to help children make progress during their time with us. The Key person and SENCo are both involved in the process and meet with the parents.
- We ensure that parents are informed at all stages of the Graduated Approach about their children's education and progress.
- We use a system called IAELD (*I*ndividual **A**ssessment of *E*arly **L**earning and *D*evelopment) and parents contribute to the assessment. This will influence the IEP that we then set.
- 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 disabilities and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with SEND.
- We use a system of planning, implementing, monitoring, evaluating and reviewing IEP's (*I*ndividual **E**ducational **P**lans) for children with SEND.
- 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 Early Years Action, Early Years Action Plus, EHCP.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEND.
- We provide resources to implement our Special Educational Needs and Disability 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 SEND provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed.
- We provide a complaints procedure.
- We monitor and review our policy as necessary and to keep up with changes.

This policy was adopted at a meeting of

St Luke's Pre-school

Held on

May 2017

Date to be reviewed

May 2018

Signed on behalf of the management

Name of signatory

Mrs Danielle Wright

Role of signatory (e.g. chair/owner)

Owner/Manager