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.

5.3 Supporting children with special educational needs

Policy statement

We provide an inclusive environment in which all children, including children with special educational needs and/or disabilities (SEND), are welcomed, supported, safeguarded and enabled to reach their full potential.

- We have regard to the current Early Years Foundation Stage (EYFS) statutory framework for group and school-based providers, the Special Educational Needs and Disability Code of Practice: 0 to 25 years, the Children and Families Act 2014, and the Equality Act 2010.
- We will not discriminate against children or families because of disability or special educational need, and we will make reasonable adjustments to remove or reduce barriers to participation, learning, care and access.
- We have in place a clear graduated approach for identifying, assessing, planning for, responding to and reviewing children's SEND at the earliest opportunity.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with parents, the local authority, health professionals and other external agencies to secure appropriate support and improve outcomes for children with SEND 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), make their name available to parents and carers, and ensure they have sufficient time, support and training to carry out the role effectively. Our SENCO is:

  Sarah Grubb.

- The SENCO works closely with our manager, key persons and other colleagues and has responsibility for the day-to-day operation of this policy and for co-ordinating provision, support and reasonable adjustments for children with SEND.
- We ensure that provision for children with SEND is the responsibility of all members of staff, supported by the SENCO and management team.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We anticipate and plan for the needs of disabled children by reviewing our environment, resources, policies, procedures and staff practice so that reasonable adjustments can be made without unnecessary delay.
- 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 of assess, plan, do and review, increasing the level of detail, support and frequency of review where needed to help children make progress.

- We involve parents and carers at all stages of assessment, planning, provision and review, including decisions about support, reasonable adjustments and referrals.
- Where appropriate, we take account of children's views, interests, communication preferences and wishes in decisions being made about them, according to their age, stage of development and level of 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 seeking advice, making referrals and requesting further assessment where needed, including Early Help support and Education, Health and Care (EHC) needs assessment.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all staff, students and volunteers are aware of this policy, the graduated approach, their equality duties and the procedures for identifying, assessing and making provision for children with SEND. We provide appropriate induction, supervision and training.
- We make information about our SEND provision, inclusive practice and support available to parents and carers through our website, prospectus and/or other accessible communication methods.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources, including child progress reviews, staff and management meetings, parental feedback, external agency advice, inspection outcomes and complaints. This information is collated, evaluated and reviewed at least annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Further guidance

- Early Years Foundation Stage Statutory Framework for group and school-based providers (DfE, current version)
- Working Together to Safeguard Children (DfE, current version)
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE and DHSC, current version)
- Equality Act 2010 and guidance for early years providers on disabled children and reasonable adjustments

This policy was adopted by	Stowey Bears Preschool	*(name of provider)*
On		*(date)*
Date to be reviewed	Reviewed annually	*(date)*
Signed on behalf of the provider	*Rachel Penny*	
Name of signatory	Julia Jameson	
Role of signatory (e.g. chair, director or owner)	Chairperson	

Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (current edition)
- SEND Code of Practice and Early Years SEND guidance (current editions)