**Equality of Opportunity**

**Supporting Children with Special educational needs**

**Policy Statement**

We provide an environment in which all children, including those with Special Educational Needs and Disabilities are supported to reach their full potential.

* We have regard for the DfES Special Educational Needs and Disabilities 0-25 years January 2015. (<https://www.gov.uk/SEND_code_of_practice_January_2015.pdf>)
* We ensure our provision is inclusive to all children with Special Educational Needs and Disabilities.
* We support parents and children with Special Educational Needs and Disabilities (SEND).
* We identify the specific needs of children with special educational needs and disabilities 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**

**Procedures**

* Our Special Educational Needs and Disabilities Co-ordinator (SENDCO) designated member of staff is **Hayley Coombes.**
* 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 utilise equal opportunities then Specialist teacher service, then Health Education and Care Plan.
* We use the Universal, personalised and targeted system –

**Universal**- needs met with things normally in use in pre-school i.e. visual aids etc.

**Personalised** – Personalised plan to include strategies/resources over and above universal

**Targeted** – When other Professionals involved and SCARF Funding

* We work closely with parents of children with special educational needs to create and maintain a positive partnership.
* We ensure that parents are informed through discussion 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 disabilities and their families, including transfer arrangements to other settings and schools
* We provide a broad, balanced and differentiated curriculum for all children with special educational needs
* We use a system of individual planning, implementing, monitoring, evaluating and reviewing progress for children with special educational needs and disabilities.
* We ensure that children with special educational needs are appropriately involved at all stages of the universal, personalised then targeted response, taking into account their levels of ability
* We have systems in place for supporting children during Education, Health and Care Plan.
* 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 Special Educational Needs and Disabilities Policy.
* We raise awareness of any specialism the pre-school has to offer, e.g. Makaton trained staff.
* We ensure the effectiveness of our special educational needs provision by collecting information from range of sources e.g. reviews, staff and management meetings, parental and external agency’s views, inspection and complaints. This information is collated, evaluated and reviewed annually.
* We provide a complaints procedure.
* We monitor and review our policy annually.

This policy was adopted in ................................................................

Date to be reviewed ...................................................................

Signed (All Staff)..........................................................................................................................

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