

# Equality of Opportunity



## 1.14 Supporting children with special educational needs

### **Policy statement**

At Tywardreath Preschool Playgroup we provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

We have regard for the SEND (Special Educational Needs and Disabilities) Code of Practice 2014.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

We ensure our provision is inclusive to all children with special educational needs.

We support parents and children with special educational needs and disabilities (SEND).

We identify the specific needs of children with special educational needs 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.

### ***Procedures***

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENDCo) and give their name to parents. Our primary SENDCo is Beth Williams who has attended the full two-day SENDCo course. Beth is also the Cornwall Council Early Years Inclusion Officer for Locality 5 (East), supporting children with SEN in over 50 Cornish Early Years settings) Beth has attended much of the Council SEND training and is also a trainer.

We ensure that the provision for children with special educational needs and disabilities is the responsibility of all members of the setting.

We have a 'Local Offer' which sets out our commitment towards children at our setting with Special Educational Needs and Disabilities.

We ensure that our inclusive admissions practice ensures equality of access and opportunity.

We value the information gathered in the child's 'Two Year Check' and will collate this milestone gathering of essential information with the child's parents/carers, their key person and any health or care professional already working with the child or family (with permission from the parents/carers). The two-year check when assessed along the Non-Statutory Framework (which suggests age and stage appropriate achievement) may outline any areas of concern which have not been previously identified.

We use the graduated response system for identifying, assessing and responding to children's special educational needs.

We observe the progress of all children. We record individual children's achievements through the EYFS and share this with parents/carers. Where an individual child is showing areas of concern we will advise the parents/carers and with their involvement provide an individual education plan (IEP) or individual behaviour plan (IBP). An IEP or IBP will contain a key target for the individual child, and a strategy to help achieve the target (following the SEND reform 2014 we have chosen to keep our IEP format and approach). A child with an IEP/IBP is placed on our 'Additional graduated approach' watch.

We will closely and regularly monitor all children on 'Additional graduated approach' watch through a continuous cycle of 'Plan – Do – Review'. We will note any progress or change in the child's area of need and then continue to 'Plan – Do – Review' until a time where it is agreed that sufficient progress has been made or the child requires further or additional support.

If a child on 'Additional graduated approach' watch is identified as needing further support, we will discuss this with parents/carers during a review. A child needing further support may with the involvement of parents/carers the advice and support of Family Information Services SENDCO team will be sought.

We will support a child needing additional support further to that at 'Additional graduated approach' watch. This will usually involve a request for an EHCP (Education Health and Care Plan) assessment' for the child, carried out by the Local Education Authority (LEA). This will be carried out with involvement and support from parents/carers and the Early Years Inclusions Service.

We work closely with 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 care and 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 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 educational plans (IEPs) 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 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 Policy. We are in close contact with the Cornwall County Council Area SENDCO and understand the different types of support and services they can provide the child, family and setting.

In some circumstances, we can apply for a Cornwall Council 'Early Years Inclusion Grant' for individual children to provide additional support in the form of one-to-one support or resources.

We raise awareness of any specialism the setting has to offer.

All staff are committed to ongoing Makaton training and sign to all children throughout the sessions as part of our inclusive practice.

All staff have attended SENDCo Inclusive training and use a range of visual aids, such as visual timetables, from which all children benefit. We add further visual resources to the setting where a need is identified.

We ensure the effectiveness of our special educational needs 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 annually.

We provide a complaints procedure.

We monitor and review our policy annually.

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