



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.

Supporting children with special educational needs and disability (SEND)

Policy statement

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

- 1 We have regard for the Special Educational Needs and Disability Code of Practice (2014) and follow the Oxfordshire procedure for identifying and supporting needs and outlined in their document: *Special educational needs support in Oxfordshire schools and settings*, February 2017, in line with the Oxfordshire Local Offer.
- 2 We have in place a clear approach for identifying, responding to and meeting children's SEND needs with regard to the whole family
- 3 We support and involve parents (and children as much as is possible), actively listening to, and acting on their wishes and concerns
- 4 We work in partnership with the local authority, and other external agencies, to ensure the best outcomes for children with SEND and their families.
- 5 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 (SENCO) and give his/her name to parents. **Our SENCO is Catherine Morey**
- The SENCO works closely with all staff to ensure the day to day operation of the setting's Special Educational Needs Policy and for coordinating provision for children with SEND
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children



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- We apply SEN support to ensure early identification of children with SEN
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes
- Where appropriate we take into account children's views and wishes in decisions being made about them, relevant to their level of understanding
- We provide parents with information on local sources of support and advice e.g. the local authority Local Offer and sources of independent advice and support.
- We liaise with other professionals and external organisations involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We have systems in place for referring children for further assessments e.g. Early Help Assessment and Education, Health and Care Plans (EHC) Assessment
- We provide resources (human and financial) to implement our Supporting Children with SEN Policy
- We ensure that all staff are aware of our Policy and the procedures for identifying, assessing and making provision for children with additional needs. This includes organising relevant training for staff e.g. signing training
- We raise awareness of our special education provision via our web-site and or promotional materials and share our practice with parents and carers via displays, newsletters and social media
- We ensure the effectiveness of our special educational and disability provision by collecting information from a range of sources e.g. action plan reviews, staff meetings and training, parental and external agency views, inspections and complaints. This information is collated, evaluated and reviewed regularly.
- We provide a complaints procedure.
- We monitor and review our policy annually.



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Further Guidance:

Special Educational Needs and Disability Code of Practice (DfE and DoH 2014)

Early Years Foundation Stage Statutory Framework (DfE 2017)

Working together to Safeguard Children (DfE 2015)

This policy was adopted at a meeting of Lake Street Nursery name of setting

Held on 14 June 2018 (date)

Reviewed June 2019 (date)

Signed on behalf of the management committee

Name of signatory

Dan Selinger

Reviewed by Catherine Morey, Manager.

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

Chair Person