

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

1/12 Supporting children with special educational needs

Policy statement

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 DFES Special Educational Needs Code of Practice (2001).

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

We support parents and children with special educational needs (SEN)

We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.

We work in partnership with parents and other agencies in meeting individual children's needs.

We monitor and review our policy, practise and provision and, if necessary, make adjustments.

EYFS KEY THEMES AND COMMITMENTS

A Unique Child	Positive Relationship	Enabling Environments	Learning and Development
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1.1. Child Development 1.2 Inclusive practice 1.3 Health and well- being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 key Person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking
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PROCEDURES

We designate two members of staff to be the Special Educational needs Co-ordinator (SENCO) and give their name to parents. Our SENCO are Pat Heather and Annette Morris

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 use the Best Practise Guidance, and the Send Code of Practise for identifying, assessing and responding to children's special educational needs.

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 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.

We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.

We ensure that children with special educational needs are appropriately involved at all stages, taking into account their levels of ability.

We have systems in place for supporting children during Early Years

Action process.

We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF) Early Years Action process. Statutory Assessment and the Statementing process.

We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.

We provide resources (human and financial) to implement our Special Educational Needs Policy.

We provide in-service training for practitioners and volunteers, parents are encouraged to take part in workshops via outside agencies to help and support the child and themselves.

We raise awareness of any specialism the setting has to offer, e.g., Makaton trained staff.

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 complaint. This information is collated, evaluated and reviewed annually.

We provide a complaints procedure.

We monitor and review our policy annually.

OTHER USEFUL PRE-SCHOOL LEARNING ALLIANCE PUBLICATIONS;

Special Educational Needs Code of Practice for Early Education Settings (2004)

This policy was adopted at a meeting of Swanley Kindergarten Pre-school.

Held on Monday

Date to be reviewed;

Signed on behalf of the management

Name of signatory; Mrs P A Heather

Role of signatory; Proprietor