



11. Equality of Opportunity Policy

Supporting Children with Special Educational Needs and Disabilities (SEND)

Aims of Policy

This SEND policy is written in response to the Code of Practice on the identification and assessment of Special Educational Needs and Disabilities. Seer Green Pre-School has regard to this code and has written this policy outlining our practice and procedures.

At Seer Green Pre-School we believe that all children should have equal access to appropriate learning opportunities regardless of their abilities. All children and their families/carers are welcome. We provide an environment in which all children are supported to reach their full potential. We identify the specific needs of children with Special Educational Needs and Disabilities to meet those needs through a range of SEND strategies. We work in partnership with parents and other agencies in meeting individual children's needs.

Seer Green Pre-School recognises that 'a child has Special Educational Needs and Disabilities if he/she has a learning difficulty which calls for special education provision to be made for him/her' (Special Educational Needs and Disabilities Code of Practice 2015).

The Pre-School Manager is responsible for the Special Educational Needs and Disabilities co-ordination within the Pre-School ('SENCO'). Additionally, there is a deputy appointed to assist with any SEND requirements.

Responsibilities

It is the SEND Coordinator's (SENCO's) responsibility to have read and understood the information that Seer Green Pre-School has on the child on the admission forms, day care forms, etc as pointed out by the Pre-School Manager.

The provision for children with Special Educational Needs and Disabilities is the responsibility of all staff members of the Pre-School.

We use the graduated response system for identifying, assessing, responding and reviewing children's 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 have systems in place for supporting children with Educational Health and Care Plans (EHC Plan).

After consultations with staff, the Pre-School Manager and/or SENCO will inform parents as soon as possible of any concerns about their child's development and progress. Parents are encouraged to share any concerns and information about their child with the Pre-School staff. Any concerns will be dealt with sensitively and in confidence and all discussions can be organised to take place at a mutually convenient time. We ensure that parents are involved through the whole process of developing an EHC plan.

Seer Green Pre-School will share any information and records kept on their child with parents. Parents are encouraged to be actively involved in the implementation of an appropriate plan for their children. We value greatly contributions made by parents and will inform parents of outside agencies that can offer support to their child. Records of meetings will be kept.

Records

We monitor and record each child's progress by termly observations. We record information in the child's individual's profile. In addition, the SENCO, with staff support, will devise an EHC Plan in conjunction with parents and other professional for a child where appropriate. We ensure the effectiveness of our Special Educational Needs and Disabilities provision by collecting information from a range of sources, eg EHC Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

The SENCO will ensure accurate records of meetings with parents and other professionals are kept.

Curriculum

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 EHC Plans for children with Special Educational Needs and Disabilities.

Liaising with outside agencies

- Our Pre-School welcomes contact via parents and with outside agencies to facilitate shared information and wishes to work in partnership with them.
- We gather information about children through liaising with parents, observations, record keeping, and through outside agencies.
- We value children's' views and opinions by listening to them, working from their interests and observing them at play.
- Seer Green Pre-School liaises with other Early Years Settings through link group meetings and training, we visit our local school for assemblies, Festival and other activities of interest and relevance.
- Seer Green Pre-School acknowledges the support of and is committed to liaising with the LA as a member of the EYDCP. The SENCO will ensure that a member of staff attends the network group meetings each term and shares relevant information.

The Pre-School

- The SENCO will support and be a reference point for colleagues on SEND matters including identifying and working with children who have SEND. Staff are required to support the SENCO in their role. (Code of Practice). Seer Green Pre-School provide staff with in service training where appropriate.
- Seer Green Pre-School has wheelchair access and the use of a disabled toilet and we adapt our physical environment to be as suitable as possible for all children with disabilities.
- We maintain a high staffing ratio to support all our Pre-School children.
- The SENCO will attend training and disseminate information. The committee will support the SENCO in her role and endeavour to cater for the implications of supporting a child with SEND in terms of resources, materials, individuals support, time for meetings, etc.

Confidentiality

Seer Green Pre-School will always have respect for a child's privacy. All staff will have due regard to confidentiality and only appropriate staff members/carers will have access to confidential records.

Complaints

Please refer to our 'Safeguarding Children Policy - Complaints Procedure' (Policy 24).

Admissions

Please refer to our 'Admissions Policy' (Policy 2).

Review date and procedure

This policy will be reviewed annually through the Pre-School Committee, as advised by the SENCO and updated in accordance with new legislation or requirements of the Code of Practice when published. It will also be reviewed if practice indicates such a need.

As with all the policies for Seer Green Pre-School, the Operational Plan should be referred to for the specific details of day to day operations of the Pre-School. In addition, any issues which arise in the course of a child's time with the Pre-School and that are related to a child's health and wellbeing, parent's or staff's concern, or the overall care and safety of our children, staff, parents and equipment will be dealt with in a professional and confidential manner in order to arrive at an appropriate outcome.

This policy was adopted on (date) _____

Signed on behalf of Seer Green Pre-School (Committee Chairperson) _____

This policy was reviewed as indicated below:

2007 created

2009, 2011, 2012, 2013, 2014, 2015, 2016 reviewed and updated as required

July-Nov 2017 reviewed and updated

June-July 2018 reviewed and updated

May 2019 reviewed

June 2020 reviewed and updated

UNCRC related articles:

Number 23

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Number 28

Every child has a right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Rich countries must help poorer countries achieve this.