

**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.



## 4. Equal Opportunities

### 4.2 Supporting children with special educational needs and disability.

#### Policy statement

We provide an environment in which all children with special educational needs and disability (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2015)
- We have in place a clear approach for identifying, responding to, and meeting children's SEND.
- We support and involve parents (and where relevant, children), actively listening to and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.
- We regularly monitor and review our policy, practice, and provision and, if necessary, adjust.

#### Procedures

- We designate a member of staff to be the Special Educational Needs and Disability Officer (SEND Officer) and give their name to parents. Our SEND Officer is: Bryony Guest.
- The SEND Officer works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special

Educational Needs and Disability Policy and for co-ordinating provision for children with SEND.

- We ensure that the provision for children with SEND 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.
- We apply SEND support to ensure early identification of children with SEND.
- 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.
- We, where appropriate, consider 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., Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEND.
- We have systems in place for referring children for further assessment e.g., Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs and Disability Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs and Disability Policy and the procedures for identifying, assessing and making provision for children with SEND. This is done through regular Staff Meetings and the setting SEND folder. Any daily updates are written in the setting Communication book for all Staff to read. All reports received from professionals are emailed out to all Staff Members who then read them and sign them off.
- We raise awareness of our special education provision via our website and or promotional materials.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g., action plan reviews, staff and management meetings, parental and external agencies views, inspections, and complaints. This information is collated, evaluated and reviewed annually.
- We use Inclusive Communication and share signs with parents via Tapestry.

- We provide a complaints procedure.
- We monitor and review our policy annually.

### **Further guidance**

- Early Years Foundation Stage Statutory Framework (DfE 2023)
- Working Together to Safeguard Children (DfE 2023)
- Special Educational Needs and Disability Code of Practice (DfE & DofH 2015)

This policy was updated at a meeting of **Comeytrove Under Fives Preschool**

### **Management Committee**

Held on: **21<sup>st</sup> May 2024**

Date to be reviewed: **May 2025**

Signed on behalf of the management committee:

Name of signatory: Sarah Greenslade



Role of signatory: **Chairperson**

### **Other useful Early Years Alliance publications**

- Guide to the Equality Act and Good Practice (2015)
- SEND Code of Practice for the Early Years (2015)