

**General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

The provider must take necessary steps to safeguard and promote the welfare of children.

Leonard Stanley

**Leonard Stanley Early Years**



**Equality of opportunity - 1.12 Supporting children with special educational needs**

**Policy statement**

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

- ☺ LSEY have regard for the DfES Special Educational Needs Code of Practice (2001).
- ☺ LSEY ensure our provision is inclusive to all children with special educational needs.
- ☺ LSEY support parents and children with special educational needs (SEN).
- ☺ LSEY identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- ☺ LSEY work in partnership with parents and other agencies in meeting individual children's needs.
- ☺ LSEY regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

**EYFS key themes and commitments**

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.4 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

**Procedures**

- ☺ LSEY have designated a member of staff and deputy to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. The SENCO works closely with Leonard Stanley School SENCO and has responsibility for the day-to-day operation of supporting children with Special Educational Needs and for co-ordinating provision for children with SEN

Our SENCO is

**Vicki Richardson – Play Leader Manager**

Our Deputy is

**Christina Knapp**

- ☺ 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 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. The four stage programme as set out in the SEND Code of Practice 2014 –
  - Stage 1 – High quality first teaching and My Profile
  - Stage 2 – My Plan
  - Stage 3 – My Plan + (involving outside agencies)
  - Stage 4 – Assessment leading to an Education, Health and Care Plan.
- ☺ We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- ☺ We ensure that parents are involved with all stages of the assessment, planning, provision and review of their children's education. Parents are viewed as part of the solution, not the problem.
- ☺ We will, when appropriate, 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 sources of independent advice and support. E.G. Local Offer, Information, Advice and Support Services.
- ☺ We liaise and work with other professionals/external agencies involved with children with special educational needs and their families, including transfer arrangements to other settings and schools, to help improve outcomes for children with SEN.
- ☺ We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- ☺ We have systems in place for referring children for further assessment e.g. Communication and Interaction, Speech and Language, Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- ☺ 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 parents, practitioners and volunteers.
- ☺ 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. My 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.

Written by – Vicki Richardson, Play Leader Manager

Date – 1/9/15                      Review date – 1/9/16

Reviewed September 2016      Review date – 1/9/17