

EYFS DEPARTMENT

E10 Equality of opportunity: Supporting children with special educational needs and disabilities

This Policy applies to the Early Years Department and is published to staff and parents.

Author: S Bullen (EYFS Manager and Junior Deputy Head)

This review: July 2020

Next review date: July 2021

General Welfare Requirement: Safeguarding and Promoting Children's Welfare

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

Policy statement

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

We have regard for the SEND Code of Practice (2015) (Updated 2020).

We support both children who have special educational needs and disabilities (SEND) and their families.

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

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

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 wellbeing	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

Sandra Bullen is the Junior School Special Educational Needs and Disabilities Co-ordinator (SENDCo).

- If a child is working below the age-related expectations, we gather information as per the SEND Code of Practice 2015 and, if necessary, seek an early assessment.
- We ensure that the provision for children with special educational needs and disabilities is the responsibility of all staff in the setting and we keep staff updated with new developments.

- We work closely with parents of children with special educational needs and disabilities 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 child'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 disabilities and their families, including transfer arrangements from other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs and disabilities including communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing Personal Learning plans (PLPs) or the EYFS Toolkit for children with special educational needs and disabilities.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs and disabilities.
- We provide resources (human and financial) to implement our Special Educational Needs and Disabilities Policy.
- We provide workshop opportunities for parents, practitioners and volunteers.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. PLP reviews, staff and management meetings, parental and external agency's views, inspections and complaints.
- This information is collated, evaluated and reviewed through regular meetings.
- We provide a complaints procedure.
- We monitor and review our policy annually.

This policy reflects the whole school Inclusion Policy incorporating special educational needs and disability.