

## Equality of Opportunity

### Supporting children with Special Educational Needs and disabilities

#### 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 DfES Special Educational Needs Code of Practice (2001)
- \* We ensure our provision is inclusive to all children with Special Educational Needs.
- \* We support parents and children with Special Educational Needs
- \* We identify the specific needs of children 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, for example – the Early Years SEN team/ the Health Visitors team/ Speech and language etc
- \* We monitor and review our policy, practice and provision and if necessary, make adjustments.

#### Procedures

- We designate a member of staff to be the Special Educational Needs Coordinator (SENCO). We ensure that the provision for children with SEN and disabilities is the responsibility of all members of the setting.
- Our inclusive Admissions practice ensures all children have equal access to all opportunities within our setting.
- We use the Local Procedures set out in the SEN Code of Practice (2001) 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.
- The setting liaises with the Special Educational Needs advisor from the Local Authority at least termly
- 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 SEN and families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with SEN.
- We use a system of planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans (IEP) for children with SEN
- We have systems in place for supporting children and families during Early Years Action, Early Years Action plus, Statutory and Educational Health Care Plan (EHCP) process.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN.
- We provide support and resources to implement our SEN policy.
- We ensure the effectiveness of our SEN provision by collecting information from a range of sources e.g.; IEP Reviews, Staff Meetings, Parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy yearly or as new guidelines and initiatives come out.

DURING THE CORONAVIRIS PANDEMIC WE WILL CONTINUE TO SUPPORT OUR CHILDREN ON THE SEN REGISTER. IF CHILDREN ARE NOT ATTENDING THE SETTING KEY PEOPLE WILL CALL FAMILIES WEEKLY TO CHECK IN WITH THEM. WE WILL ALSO SHARE LOCAL AND NATIONAL INFORMATION WITH FAMILIES.

**Persons responsible for implementing this policy:**

Erica Dunwell/Heather Bishop/Rosalind Moreno – Newport

Erica Dunwell/ Heather Bishop – Sandown

Erica Dunwell/Becky Kujabi/Caroline Jones – Wootton

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