

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.

9.2 Inclusion Policy: Supporting children with special educational needs and disabilities

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. For children aged two or more, special educational provision is education that is additional to or different from that made generally for other children of the same age by early years providers

(SEND code of practice 0-25 years, 2015 – points xiii, xiv & xv)

Policy statement

At Langdale Pre-School, all children are welcomed into our community, regardless of need or disability. We provide an environment in which all children are supported to reach their full potential. When we know that a child may have a special educational need or disability (SEND) before they start with us, we will endeavour to plan for an effective transition into our setting involving the child, their parents/carers and any outside professionals known to the child. This may involve the child visiting Langdale Pre-School on a number of occasions, as well as a home visit by the SENCO and another member of staff.

- We have regard for the Special Educational Needs and Disability Code of Practice: 0-25 (2015) and Equality Act (2010).
- 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, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is:

Louise Winchester

- The SENCO has completed training on her role provided by the Barnet Pre-School Inclusion Team.
- The SENCO is there to support all members of staff in the early identification of special needs. They are also responsible for the day-to-day provision for children with SEND in accordance with our Inclusion Policy.

- There are 4 broad areas of special educational needs (SEN). These are, Communication & Interaction, Cognition & Learning, Social, Emotional & Mental Health and Sensory and/or Physical.
- The individual needs of all our children are taken into consideration when planning the curriculum so as to ensure it is accessible for all. We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- Together with a child's key person, our SENCO maintains and oversees all records for children with SEND in our setting.
- Following discussion and consultation with parents/carers, the SENCO may liaise with other staff and outside agencies as appropriate (such as health, education and social services) regarding the special educational needs and disabilities of a child.
- We are committed to effective collaboration between all agencies working with a child to ensure a multi-disciplinary approach to meeting children's special educational needs.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- The detailed systems and procedures in the '*Graduated Approach to Identifying and Planning for needs in the Early Years*' protocol ensure that where there is an identified need, we will work in partnership with the child, their family and other professionals to achieve the best possible outcomes.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's education, including all decision-making processes.
- Where appropriate, we 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 local sources of support and advice, e.g. the local offer, any relevant information, advice and support services.
- We have systems in place for referring children for further assessment, e.g. early intervention/SEN support/external referrals (through the Early Years Intervention Team at Barnet) EHC plan/Early Help Assessment.
- We provide resources (human and financial) to implement our Inclusion Policy.
- We ensure that all our staff are aware of our Inclusion Policy and the procedures for identifying, assessing and making provision for children with SEND. Where necessary, we provide in-service training for practitioners, volunteers and parents.
- 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 agency's views and inspections. This information is collated, evaluated and reviewed annually.

Further guidance

- SEN Code of Practice 0-25 years (2015)
- Early Years Foundation Stage Statutory Framework (DfE 2021)
- The Equality Act (2010)
- Working Together to Safeguard Children (DfE 2015)
- Guide to the Equality Act and Good Practice (Pre-school Learning Alliance 2015)
- SEND Code of Practice for the Early Years (Pre-school Learning Alliance 2014)