

General Welfare Requirement: Safeguarding and Promoting Children's Welfare

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



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

Supporting children with special educational needs

Policy statement

We provide an environment in which all children, including those with special educational needs, 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 (SEN).
- We identify the specific needs of children with special educational needs 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.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- Our designate Special Educational Needs Co-ordinator (SENCO) is Shirley Frost who has been our senco for 10 years.
- 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 use the graduated response system for identifying, assessing and responding to children's special educational needs (SEN). This means that children will be given extra support within our setting to meet their special educational needs by.

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-Early Years Action (EYA) :- we collect information about a child and then use this to plan a programme of teaching and learning to meet their individual needs. This plan will be detailed in an Individual Education Plan (IEP). If ,after support at EYA a child continues to make little or no progress, we discuss with parents/carers that the child may require additional specialist support from an outside agency. This support is known as Early Years Action Plus (EYAP). The specialists can advise the setting on suitable targets, resources and equipment to meet the child's needs. This too, would be included in an IEP.

- We ensure that children with SEN are appropriately involved at all stages of the graduated response taking into account their levels of abilities and understanding.
- We work closely with parents of children with special educational needs 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 children's education.
- We provide parents with information on sources of independent advice and support.
- We have systems in place for supporting children during, Statutory Assessment and the Statementing process and have a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We can obtain additional resources and equipment through our Area SENCAN office and if applicable can apply for SENCAN funding in order to support a child.
- We use visual aids to support a child in the learning and development.
- We can access in-service training for parents, practitioners and volunteers. Through our Area Senco.
- 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. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed.
- We provide a complaints procedure.
- We monitor and review our policy.

This policy was adopted at a meeting of

The Hullbridge Pre-school

name of setting

Held on

(date)

Date to be reviewed

(date)

Signed on behalf of the management
committee

Name of signatory

Kristy Sangwin

Role of signatory (e.g. chair/owner)

Chairperson