

## **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.

### **3.2 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 (SEND), are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disabilities Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We support parents and children with special educational needs and disabilities.
- We identify the specific needs of children with special educational needs and disabilities and meet those needs through a range of SEND 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**

- 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:  
1. Angie Dean 2. Sue Holman

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- We ensure that the provision for children with special educational needs and disabilities 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 and disabilities.
- We work closely with the 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 children'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 in connection with transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of 'assess, plan, do, and review' which form our individual plans for children with special educational needs and disabilities.

- We ensure that children with special educational needs and disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children and families during the Individual Care Plan (ICP), Early Help Assessment and Education, Health and Care Plan (EHC) processes.
- We have systems in place for working with other agencies through each stage.
- We use a system for keeping records of 'assess, plan, do and review' for children with special educational needs and disabilities.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs and Disabilities Policy.
- We provide training information for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Every Child a Talker (ECaT) certified setting.
- We ensure the effectiveness of our special educational needs and disabilities provision by collecting information from a range of sources e.g. Individual 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.

### Further guidance

- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage and the Disability Discrimination Act (DCSF 2010)
- Early Years Foundation Stage Statutory Framework (DfE 2014)
- Working together to Safeguard Children (DfE 2013)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Children and Families Act (2014)
- <http://www.cambridgeshire.gov.uk/thinkfamily>
- <http://www.cambridgeshire.gov.uk/localoffer>

This policy was adopted at a meeting of

Upwood Small to Tall

Date last reviewed

28<sup>th</sup> September 2023

Signed on behalf of the provider

Name of signatory

Emma Staples

Role of signatory (e.g. chair, director or owner)

Chair