



## Supporting Children with Special Educational Needs

### **Policy Statement**

At Whitsers we provide an environment in which all children, including those with special educational needs, are supported to reach their full potential. Each child is cherished and allowed to flourish according to their own developmental needs. We aim to provide a warm welcome to ALL and we will not discriminate knowingly against any child.

- 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.

### **Procedure**

Children with special educational needs, like all other children, are admitted to Whitsers after consultation between parents and Play Leader and as per our admissions policy.

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

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. Playgroup will ensure that all appropriate resources, equipment, training are in place prior to the start of a child with a specific educational and/or physical need. If specific training or equipment are required prior to a child starting, the place may have to be deferred until appropriate arrangements are made. The building currently has disabled access and facilities.

Whitsers draws upon the knowledge and expertise of parents in planning provision for the child.

The child's progress and achievements are shared and discussed with parents on a regular basis.

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We use the graduated response system 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.

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 their families, including 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 planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.

We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

If a child is suspected of having special educational needs staff will complete relevant observations in order to work in partnership with the child's parents/guardians from the earliest opportunity and provide support and help in initiating any formal processes.

We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Statementing process.

We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.

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 and would be evaluated and reviewed annually.

If it is felt in the reasonable opinion of the Play Leader, SENCO and Committee that a child's needs cannot be met at Whitsers without the support of additional personnel and/or

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equipment beyond the normal differentiation allowed for individual learning, then with the consent of the parent/carer funding will be sought to ensure appropriate provision; this may lead to the place being deferred until these resources are in place.

We provide a complaints procedure.

We monitor and review our policy regularly.

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