

1. Equality of opportunity

1.11 Supporting children with additional educational needs

We provide an environment in which all children, including those with additional educational needs, are supported to reach their full potential.

- We have regard for the SEND Code of Practice: 0-25 yrs.
- We ensure our provision is inclusive to all children with additional educational needs.
- We support parents and children with additional educational needs and disabilities (SEND).
- We identify the specific needs of children with additional 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.
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EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development	2.1 Respecting each other	3.2 Supporting every child	4.1 Play and exploration
1.2 Inclusive practice	2.2 Parents as partners	3.3 The learning environment	4.2 Active learning
1.4 Health and well-being	2.3 Supporting learning	3.4 The wider context	4.3 Creativity and critical thinking
	2.4 Key person		

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 **Tracy Cobbold**

- We ensure that the provision for children with additional 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 additional educational needs.
- We work closely with parents of children with additional 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 additional educational needs and disabilities and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with additional educational needs and disabilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual support plans (ISPs) for children with additional educational needs and disabilities.
- We ensure that children with additional 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 within banding arrangements for children aged 2-5.
- We provide resources (human and financial) to implement our SEND.

- Where possible relevant training for parents, practitioners and volunteers will be provided.
- We raise awareness of any specialism the setting has to offer through our local offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. ISP's, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed as necessary.
- We provide a complaints procedure.
- We monitor and review our policy annually.

<u>Adopted by:</u>	<u>Signature:</u>	<u>Date:</u>	<u>Position:</u>
<i>H Budd</i>		<i>13/08/12</i>	<i>manager</i>
<i>Policy Review Date: January 2017</i>			