

Equality, Diversity and Inclusivity

Supporting children with Special Educational Needs and Disabilities



Policy statement

We provide an environment in which we ensure all children, including those with special educational needs and disabilities, are able to access and participate in all areas of the EYFS curriculum.

- We have regard for the Special educational needs and disability code of practice: 0 to 25 years – Jan 15.
- 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 (SEND).
- 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.

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 |

Characteristics of Effective Learning

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| Playing and Exploring Engagement | Active Learning Motivation | Creating and Thinking Critically - Thinking |

Procedures

- Claire Brown is our designated Special Educational Needs and Disabilities Co-ordinator (SENDCo) and is supported by Rosie Miles. Their names are made available to parents.
- We ensure our SEND Local Offer is available for parents/carers on our website.
- We ensure that the provision for children with special educational needs and disabilities is the responsibility of all members of the setting and relevant training is provided at every opportunity.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity, we make physical alterations and provide auxiliary aids and services where ever possible for children with SEND, as well as to ensure they were not discriminated against.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs and disabilities.
- We work closely with 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 transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children, including those with Special Educational Needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing Individual Plans (IPs) 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.

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- We have systems in place for supporting children requiring SEND support or an Educational Health and Care Plan (EHCP) through the SEND under 5 process.
 - We use a system for keeping records of the assessment, planning, provision and review (assess, plan, do, review) for children with special educational needs and disabilities.
 - We provide resources (human and financial) to implement our Special Educational Needs and Disabilities Policy.
 - We raise awareness of any specialism the setting has to offer.
 - We ensure the effectiveness of our special educational needs and disabilities provision by collecting information from a range of sources e.g. 'At the moment forms', One Page Profile and IP reviews, staff meetings, parental and external agency's views, inspections and complaints. This information is regularly collated, evaluated and reviewed.
 - We provide a complaints procedure.

Legal framework

- Issue in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- The Equality Act 2010
- The Team Around the Child (TAC) and the Lead Professional; A Guide for Managers (CWDC 2009)
- Special Educational Needs Code of Practice (DfES 2001)
- Special educational needs and disability code of practice: 0 to 25 years – Jan 15.

Further guidance

- The Role of the Early Years Special Educational Needs Co-ordinator (SENCO) (2006)

This policy was adopted at a meeting of Rudgwick Pre-school

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| Held on | <hr/> 18 th January 2024 |
| Date to be reviewed | <hr/> 18 th January 2026 |
| Signed on behalf of the management committee | <hr/> Jason Hamilton Laura Thornber |
| Name of signatory | <hr/> Jason Hamilton Laura Thornber |
| Role of signatory | <hr/> Co-Chairpersons |