

Monty's Daycare Equality of Opportunity Policy
and Procedure that supports children with Special Educational Needs

*In conjunction with Equality of Opportunity Policy & Procedure
Section 3; Safeguarding and welfare requirements. Equal opportunities 3.67*

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 0-25 years (2014).
- We ensure our provision is inclusive to all children with Special Educational Needs.
- We provide formative assessments throughout all children's learning and development process. This ensures we are up to date with children's Progress and development and are able to address and/or identify children's strengths and any areas where the children's progress is less than expected.
- 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, supporting and valuing 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 settings working SEND Co-ordinator for Monty's Daycare is **Lauryn Page**, are additionally trained SENCOs.
- 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.
- We work closely with parents of children with special educational needs to create, maintain and support a positive partnership. 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 their families, including transfer arrangements to other settings and schools.
- We provide a balanced inclusive curriculum for all children. Key person's plan to meet individual children's needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing Targeted Plans 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.
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Education Health Care Plan (EHC) process.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We provide in-service training for parents, practitioners and volunteers.
- We review the effectiveness of our special educational needs provision to ensure we are meeting the requirements for each individual family. We will collect information from a range of sources e.g. Targeted Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

This policy was revised during the month of February 2015. Emma Taylor (Nursery Manager) and Kerry Allen (Nursery Deputy Manager) Lauryn Knapp (Working leading SENCO) were present.

(Policy and procedure to be revised during the month of May 2016).