



## General Safeguarding and Welfare Requirement: Equal opportunities

### 9.2 Supporting Children with Special Educational Needs

#### 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 Special Educational Needs and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (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.

#### Procedures

- We designate a member of staff to be the Special Educational Needs and Disability Co-ordinator (SENCO) and give her name to parents when necessary.
- The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEND.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.



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- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the revised EYFS and our observations for identifying, assessing and responding to children's Special Educational Needs and Disabilities.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's education.
- Where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- 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 have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- We have systems in place for working with other agencies through the Common Assessment Framework (CAF) at each stage. Early Years Action Plus (stage 3 on Continuum of Need), Statutory Assessment and the Statementing process (stage 4 on Continuum of Need).
- We provide in-service training for practitioners and volunteers.
- 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, evaluated and reviewed annually.



- We provide a complaints procedure.
  - We monitor and review our policy regularly.
  - 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.

## Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

## Other useful publications

- Guide to the Equality Act and Good Practice (2010)
- SEND Code of Practice for the Early Years (2014)

**This policy was updated at a staff meeting of Rushmore House Montessori Preschool in November 2018.**

**Agreed on behalf of Rushmore House Montessori – Cima Shahroudi**

**Role – Group Manager**

**Date of Review: November 2019 or earlier if required.**