



# Stanmore Baptist Preschool

## 9 Equal Opportunities

Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

## 9.2 Supporting children with special educational needs

### Policy statement

We provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

*The Special Educational Needs and Disability Code of Practice (2015) defines **special educational needs** as follows*

*“A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for him or her.*

*For children aged two or more special educational provision is education or training provision that is additional to, or different from that generally is made for other children of the same age. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition shown above when they reach compulsory school age, or would do so if special educational provision were not made available for them.*

*Children’s special educational needs are generally thought of in the following four broad areas of need and support:*

- *communication and interaction;*
- *cognition and learning;*
- *social, emotional and mental health, and;*
- *sensory and/or physical needs.*

*There is often an overlap between disability and special educational needs. Therefore, a child can be defined as being disabled, having a special educational need (SEN) or having both a special educational need and a disability (SEND).*

*The Equality Act (2010) defines **disability** as*

*a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

*This definition provides a relatively low threshold and includes many children and adults. Long term is defined by the Equality Act as a year or more and substantial is defined as more than minor to trivial.*

- We have in place a clear approach for identifying, responding to, and meeting children’s SEN<sup>1</sup>.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.

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<sup>1</sup> This includes disabled children with special educational needs

- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly 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 her name to parents. Our SENCO is: [Susan Miller](#)
- The SENCO works closely with our co-managers and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEN support to ensure early identification of children with SEN.
- 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 special education including all decision making processes
- Where appropriate we, 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 liaise and work with other external agencies to help improve outcomes for children with SEN.
- 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 provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. We provide in-service training for practitioners and volunteers, e.g. Makaton training.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action 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 annually.

## Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2013)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

This policy was adopted by

Stanmore Baptist Preschool

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On

June 2020

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Date to be reviewed

June 2021

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Signed by the Managers

Name of Managers

Alison Theobald and Jackie Barnes

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Signed by the Committee Chair

Name of Committee Chair

Sian Bender

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