



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 2017)
- 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 (2015)
- SEND Code of Practice for the Early Years (2014)

This policy was updated at a staff meeting of Rushmore House Montessori Preschool in March 2020.

Agreed on behalf of Rushmore House Montessori – Cima Shahroudi

Role – Group Manager

Date of Review: March 2021 or earlier if required.