

## 9.2 Supporting children with special educational needs



### Policy statement

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

- We have regard for the Special Educational Needs and Disability Code of Practice (2020) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- We have in place a clear approach for identifying, responding to, and meeting children's SEND<sup>1</sup>.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND 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 his/her name to parents. Our SENCO is:  
Natasha Ramsay and Lisa Critchley Emma Collins Sarah Atkins

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- The SENCO works closely with our manager and other colleagues and has a responsibility for the day-to-day operation of our settings, Supporting Children with Special Educational Needs Policy and for coordinating provision for children with SEND.
- We ensure that the provision for children with SEND is the responsibility of all members of that 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 SEND support to ensure early identification of children with SEND.
- 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
- We are appropriate, taking 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 SEND.

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

- We have systems in place for referring children for further assessment e.g. Multi Agency referrals via the Purbeck Family Partnership Zone, Education, Health and Care (EHC) assessment and requests for Early years Additional Needs and Disability Funding.
- 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 SEND. We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of our special education provision via our website, our Local Offer and or promotional materials.
- 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. See also our policy on valuing diversity and promoting inclusion (9.1)
- We provide a complaints procedure.
- We monitor and review our policy annually.

### **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 2020)
- Early Years: Guide to the 0-25 SEND Code of Practice (DfE 2014)
- Special Educational Needs and Disability, a guide for parents (DfE 2014)
- The Children and Families Act, part 3 (2014)
- The Equality Act (2010)
- Special Educational Needs and Disability Regulations (2014)
- The United Nations Convention on the Rights of a Child (UNCRC)

### **Safeguarding and Welfare Requirement: 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.

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