

CAMBO WRAPAROUND

Equality of Opportunity

SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL/ADDITIONAL NEEDS POLICY

POLICY STATEMENT

At Cambo Wraparound we provide an environment in which all children, including those with special educational/additional needs, are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational/additional needs.
- We support parents and children with special educational/additional needs (SEN).
- We identify the specific needs of children with special educational/additional needs and meet those needs through a range of SEN 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.
- We work from the guidelines set out in the Northumberland Inclusion toolkit to identify and support children with special educational needs.

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's are:

Johanne Hodgson, Wraparound Manager & Ailsa Forsyth, Pre-school Leader

- We ensure that the provision for children with special educational/additional needs is the responsibility of all members of our setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the Early years Inclusion Toolkit for identifying, assessing and responding to children's special educational needs.
- We work closely with parents of children with special educational/additional needs to create and maintain a positive partnership.
- We ensure that 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 special educational/additional needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated planned sessions for all children with special educational/additional 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 use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEP's) for children with special educational/additional needs.
- We ensure that children with special educational/additional needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational/additional needs.
- We provide resources (human and financial) to implement our Special Educational/Additional Needs Policy.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational/additional 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 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 2014)
- The Equality Act 2010
- Children and Families Act 2014