

## HAPPY HEDGEHOGS LTD

### Equality of opportunity

#### 7.1 Supporting children with special educational needs & disabilities

##### Policy statement

We provide an environment in which all children, including those with special educational needs, and disabilities are supported to reach their full potential.

- We have regard for the DFES Special Educational Needs & Disabilities Code of Practice (2015.)
- We ensure our provision is inclusive to all children with special educational needs & disabilities.
- We support parents and children with special educational needs & disabilities (SEND).
- We identify the specific needs of children with special educational needs 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.

Special Needs – Transitions. Where a child has a special need, or disability we would work closely with the

Local schools to make sure the transition goes smoothly for the child by having a link book between the setting and school, photographs, scrapbook and arrange extra transition days at school and extra visits by the teachers to our setting.

Our setting is accessible as possible for all parents and children. If access to the setting is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of the disabled child and parent,

## Procedures

- We designate a member of staff to be the Special Educational Needs & Disability Co-ordinator (SENDCO) and give her name to parents. Our SENDCO is **Carly Turner**
- We ensure that the provision for children with special educational needs and disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing, and responding to children's special educational needs and disabilities.
- We work closely with parents of children with special educational needs and disabilities 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 needs and disabilities 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 use a system of planning, implementing, monitoring, evaluating, and reviewing Individual Educational Plans (IEPs) for children with special educational needs and disabilities.
- We ensure that children with special educational needs and disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children during Early Years Action by providing In House support information this is then put onto an Individual Educational Plan. Early Years Action Plan – advice would be sort from outside agencies (providing parental permission is gained) Statutory Assessment and a statement of Special Educational Needs would be undertaken by an Educational Psychologist working with parents and other agencies before the child starts school.
- We use a system for keeping records of the assessment, planning, provision, and review for children with special educational needs and disabilities.
- We provide resources (human and financial) to implement our Special Educational Needs and disability Policy i.e. advice from our local area SENDCO, toy libraries, working with parents to resolve any issues and to make sure building is accessible.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- 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 annually.

This policy was adopted at a meeting of	Happy Hedgehogs LTD
Held on	July 2020
Date to be reviewed	July 2021
Name of signatory	Carly Turner
Role of signatory	Director