

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.

Equality of opportunity



Supporting children with special educational needs and 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 Special Educational Needs and Disabilities Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEN¹.
- We ensure Hopscotch is inclusive of all children with special educational needs.
- We support and involve parents and (where relevant and appropriate) children with special educational needs, actively listening to and acting on their wishes and concerns.
- We work with outside agencies to identify the specific needs of children with special educational needs and aim to meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs and ensuring the best outcomes
- 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 Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is currently Lorraine Pointon.
- The SENCO works closely with key persons 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.
- We ensure that our inclusive admissions policy ensures equality of access and opportunity.

¹ This includes disabled children with special educational needs

- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We use a system of careful observation and play based assessment to identify, assess and respond to a child's individual needs, drawing on the expertise of other professionals where we are concerned about a child's progress and development.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We, where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We ensure that parents are involved all stages of the assessment, planning, provision and review of their children's special education including all decision making processes
- We provide parents with information on sources of independent advice and support.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We liaise with other professionals involved with children with special educational needs and their families. We welcome visits from other professionals working with the child. We also work with others regarding transfer arrangements to other settings and schools.
- We liaise and work with other external agencies to help improve outcomes for children with SEND.
- We provide a broad, balanced and differentiated curriculum for all children, including those with special educational needs and/or disabilities. Where appropriate we would seek to borrow a range of specialist toys and equipment from sources such as the Early Years Support Team and the Red Cross, etc.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework and/or Early Help Assessment and Education, Health and Care (EHC) assessment.
- We use a system for keeping records of the 'assess, plan, do and review' for children with special educational needs.
- We provide resources (human and financial) where possible to implement our Special Educational Needs Policy.
- We ensure staff are aware of our Supporting Children with Special Educational Needs policy and the procedures for identifying, assessing and making provision for children with special educational needs and we are committed to providing guidance and support for parents, practitioners and volunteers.
- We raise awareness of any specialism that Hopscotch has to offer, e.g. Makaton trained staff.
- We raise awareness of our special education provision via our website and/or promotional materials.

- We ensure the effectiveness of our Special Educational Needs policy and 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

- Special Educational Needs and Disability Code of Practice (DfE and DoH 2014)
- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2015)

This policy was adopted at a board meeting of Hopscotch Playgroup held on the 19th March 2008.

Reviewed and amended 20th March 2012

Reviewed and amended 26th November 2013

Reviewed and amended 16th September 2014

Reviewed and amended 18th November 2015

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