

General Welfare Requirement: Safeguarding and Promoting Children's Welfare

The provider must take necessary steps to safeguard and promote the welfare of children.

Equality of opportunity

1.12 Supporting children with special educational needs

Policy statement

At Fellowship House Children's Centre 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 DfES Special Educational Needs Code of Practice (2001).
- We ensure our provision is inclusive to all children with special educational needs in our care.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational 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.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

Procedures

- We have two designated members of staff to be the Special Educational Needs Co-ordinators (SENCO) and their names are displayed for parents to see Our SENCOs are The 3 room leaders.
- 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 practice ensures equality of access and opportunity.

- We use a graduated response system for identifying, assessing and responding to children's special educational needs.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership giving those opportunities to talk and discuss their child and the strategies being used.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education and encourage parents to input to this.
- We provide parents with information on sources of independent advice that is provided by the local authority.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools e.g., Chatter box, ready, steady and play groups, Box clever etc.
- We provide a broad, balanced and differentiated curriculums for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and ABC charts for children with special educational needs.
- We ensure that children with special educational needs 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, Early Years Action Plus, Statutory Assessment and the Statementing process. This is done through the EYA team who advise us.
- We refer children to TRIAGE and Early help within the local authority for extended support for the nursery, child and parents. Triage referral must be done online through the Newham council portal for support.
- Early help forms can also be accessed on EarlyHelpPartnershipTeam@Newham.gov.uk, this needs to be completed by the child's key person and safeguarding lead and returned to them.
- Early help plans needs to be forwarded to the Early help team for them to investigate and support the setting and family.
- We use a system for keeping records of the assessment, planning, provision, and review for children with special educational needs.
- We are able to offer limited specialist help in the way of Sign a Long and BSL
- 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

Fellowship house Children's Centre

Held on

9th October 2018

Date to be reviewed

15th November 2023

Signed



Name of signatory

Reshma Ahmed

Role of signatory

Manager

Other useful publications:

- Special Educational Needs Code of Practice for Early Education Settings (Jan 2015)