Supporting children with special educational needs

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.

9.2 Supporting Children with Educational Needs

Policy statement

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

- Staff have regard for the Special Educational Needs and Disability Code of Practice (2014).
- GSC have in place a clear approach for identifying, responding to, and meeting children's SEN[1].
- Staff support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- GSC work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- GSC regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- GSC has a designated member of staff to be the Special Educational Needs Co-ordinator (SENCO) Our SENCO is: Lisa Wilkinson - supported by Elizabeth Hadfield.
- GSC SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- GSC ensure that the provision for children with SEN is the responsibility of all members of the setting.
- GSC ensure that our inclusive admissions practice ensures equality of access and opportunity, consideration being the ability to meet the needs of all our children.
- GSC provide a broad, balanced and differentiated curriculum for all children.
- GSC apply SEN support to ensure early identification of children with SEN.
- Staff use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- Staff 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
- GSC where appropriate, consider children's views and wishes in decisions being made about them, relevant to their level understanding.
- GSC parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- GSC liaise and work with other external agencies to help improve outcomes for children with SEN.
- GSC 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

- GSC provide resources both human and financial to implement our policy entitled Supporting Children with Special Educational Needs.
- GSC ensure that all staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. Staff are GSC provided with updates and specific training.
- GSC 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.
- GSC provide a complaints procedure.
- GSC monitor and review our policy annually.

Further guidance

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

This policy was adopted by	GSC Ltd
On	May 2021
Date to be reviewed	May 2022
Signed on behalf of the provider	Gaddesby School Community
Name of signatory	Linda Dunmore
Role of signatory	Manager