

**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 special educational needs

This policy was adopted by the St. George's Board of Directors held on

Date: ..... 7 June 2021 .....

Date of Next Review: ..... June 2022 .....

Signed on behalf of St. George's: ..... [Signature] .....

Name of Signatory: ..... ADRIAN CROUCH .....

Role of Signatory: ..... CHAIRMAN .....

### Policy Statement

St George's provides an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2015).
- We have in place a clear approach for identifying, responding to, and meeting children's SEN.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

### Procedures

- We have a designated member of staff who are our Special Educational Needs Co-ordinator (SENCO) and give their names to parents. Our SENCO is **Kym Russell**.
- The SENCO works closely with other colleagues and has responsibility for the day-to-day operation of the Supporting Children with Special Educational Needs Policy and for co-ordinating the provision for children with SEN.
- We ensure that the provision for children with SEN is the responsibility of all members of St George's.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.

- We apply SEN support to ensure early identification of children with SEN.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We 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.
- We, where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- We have systems in place for referring children for further assessment e.g. Early Help Assessment and Education, Health and Care (EHC) assessment.
- We ensure that all our 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.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, parental and external agency's views, inspections and complaints.
- 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 2018)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2015)