**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**

**Policy statement**

We provide an environment in which all children, including those with special educational needs (SEN), are

supported to reach their full potential.

* **We have regard for the SEND Code of Practice (2014).**
* We ensure our provision is inclusive to all children with special educational needs.
* We support parents and children with special educational needs.
* 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. This is completed through regular equality and inclusion audits ( part of the best practice guidance)

**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:

MARIE ARMSTRONG

* We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
* Implement programmes provided using recognised universal health programmes i.e. “mr tongue” “ECAT”
* We ensure that our inclusive admissions practice ensures equality of access and opportunity.
* We work closely with the parents of children with special educational needs 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. These include Kent Parent Partnership services (KPPS) Specialist teachers and other professionals.
* We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.
* We use KCC recommended practices as per “Best Practice Guidance” universal level.
* 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.
* We ensure that children with special educational needs are appropriately involved at all stages, taking into account their levels of ability.
* We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
* We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
* We liase with our Local Authority and attend regular LIFT meetings for support and referrals.
* We provide a complaints procedure.
* We monitor and review our policy annually.

Our policies acknowledge and reflect the diversity of children and families. We comply with current, relevant and universal processes provided by KCC, including Early Years LIFT meetings, use of the Early Help assessment process with the Kent Family Support Framework (KFSF) and routes to specialist services detailed in the SEND file. They also take account of the Department for Education and Kent guidance.