



Bizzy Bees Pre-School CIO
Memorial Hall Bedford Road
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Charity Number: 1172751

Ofsted: EY556019

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 additional needs & disabilities policy

Policy statement

We provide an environment in which all children with additional educational needs (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEND¹ needs.
- 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 SEND and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- For group provision: We designate a member of staff to be the Special Educational Needs Co-ordinator (SENDCO) and give her name to parents.
- Our SEND Co-ordinator is: **Claire Buchanan***
- The SEND Co-ordinator works closely with our managers and supporting colleagues (key person) and has responsibility for the day-to-day operation of supporting children with additional needs and for co-ordinating provision for children with SEND.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity. Equality Act 2010.
- We provide a broad, balanced environment in line with the EYFS for all children.
- We use the graduated approach system (assess, plan, do and review) to monitor, identify and track children's progress.
- We ensure that parents/carers are involved at all stages of the assessment, planning, provision and review of their children's additional needs 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.

¹ This includes disabled children with special educational needs



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- 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 SEND.
 - We have systems in place for referring children for further assessment e.g. Early Help Assessment (EHA) and Education, Health and Care Plans (EHCP).
 - We provide resources (staffing and financial) to be able to implement supporting children with additional needs.
 - We ensure that all our staff are aware of our SEND Policy and the procedures for identifying, assessing and making provision for children with SEND. We provide additional training for practitioners and volunteers.
 - We raise awareness of our special education provision via our website and or promotional materials.
 - We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan, 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 regularly.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children July 2018
- Special Educational Needs and Disability Code of Practice January 2015

Other useful EYA publications

- Guide to the Equality Act and Good Practice (2015)
- SEND Code of Practice 2014 for the Early Years
- Equality Act 2010