

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

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I am committed to ensuring all children are supported to achieve to their full potential.

Early Years and Foundation Stage (EYFS) and the Childcare Register Requirements: *Children with SEND - Providers must have arrangements in place to support children with SEN or disabilities.*

I welcome children with special educational needs or disabilities (SEND). I am always looking to improve my knowledge and will work with children's parents and other settings children attend (and professionals who are involved in their lives) to ensure all children are cared for appropriately. All children are unique and I plan for each child every session to ensure their individual needs are met. I aim to ensure that all children, including those who have special educational needs or disabilities, are valued and supported.

I have a copy of the SEND Code of Practice on my computer (and printed, in a file) and I comply with the requirements of the Equality Act (2010) and any further requirements from my Local Authority.

SUPPORTING CHILDREN WITH SEND PROCEDURE

If a child has SEND, I will carry out these measures to support him/her:

- Complete a Care Plan if parents inform me about any special educational needs or disabilities;
- Discuss what support is available for the child in the provision and locally;
- Ask permission from parents to speak to other agencies or professionals to request advice for the child – see Consent Form for more information.

The EYFS and Childcare Registers seek to provide: equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

I am aware that inclusion includes girls, boys, men, women, minority ethnic and faith groups, travellers, asylum seekers and refugees, children with special educational needs, gifted and talented children, Local Authority looked after children, sick children, young carers and disabled children and adults, among others.

I aim to be fully inclusive and ensure no child is disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability. I will meet the individual needs of each child who attends the provision. The environment is tailored to the needs of all children and adapted as required.

I aim to treat all children as individuals and encourage them to respect themselves and others. I aim to include all children in activities and celebrate their family's special days. I help children learn about the multicultural and diverse society in which they live through planned outings in the local community and further afield.

WORKING WITH PARENTS, OTHER SETTINGS AND PROFESSIONALS

I aim to work with parents, children and other settings where appropriate to ensure children's individual needs are met. I ask parents to provide information about their child during induction so I can ensure my routines meet their needs. I inform parents about my inclusive ethos so they know that I value and respect the different racial origins, religions, cultures and languages in our multi-ethnic society and challenge stereotypes and inappropriate comments and behaviour. I ensure documentation acknowledges the uniqueness of every child and I am happy to consider making reasonable adjustments should they be requested by parents.

If you have any questions about my policy/procedures or would like to make any comments, please ask.

SIGNED

DATED
