



## Maeda Gakuen

### Equal Opportunities: Supporting Children With Special Educational Needs

#### Policy statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- ♣ We have regard for the DFE Special Educational Needs and Disability 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 (SEN).
- ♣ 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. Procedures
- ♣ We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is Nikita Phadnavis and is supported by Satomi Inooka.
- ♣ We work with parents and expect disclosure from parents of a child's special needs and any assessments that have been arranged by the child's doctor and medical team. We cannot provide appropriate support for children with special needs until a full assessment has been made and the setting has been informed of the specific needs of the child. If parents withhold information which, as a result, may impede or seriously hamper the progress and needs of the child, the setting has the right to contact the Pre-school Inclusion team and ask the parents not to bring the child to nursery until a proper assessment has been made and the relevant information shared with the nursery.
- ♣ We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- ♣ We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- ♣ We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- ♣ We work closely with 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.
- ♣ We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- ♣ 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 SEN plans for children with special educational needs.
- ♣ We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

- ♣ We have systems in place for supporting children with SEN, following a graduated approach followed by an SEN support plan and EHAP (Early Help Assessment Plan) which is done with parents' consent and it enables for all services to work in harmony to support the child and the family.
- ♣ 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 Special Educational Needs Policy.
- ♣ We raise awareness of any specialism the setting has to offer, e.g. SENCO trained staff, Makaton training and other in-house training for staff.
- ♣ We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. SEN Plan reviews, 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.
- ♣ When a child with SEN is due to leave the setting for school, a meeting is arranged well in advance with all involved professionals invited and encouraged to attend (including the SENCO of the new school / reception teacher, nursery setting SENCO, key person etc.). At this meeting, a pack is made available to the new school, detailing any professionals involved including their contact details, reports, SEN plans etc.
- ♣ We monitor and review our policy annually.

This policy was revised in August 2017 by Nikita Phadnavis (Manager) of Maeda Gakuen Yochien.