



Supporting children with special educational needs and disabilities INCLUSION AND EQUALITY

POLICY STATEMENT

We provide an environment in which all children, including those with additional educational needs and disabilities, are supported to reach their full potential. We value each child's unique contribution and gifts.

- We have regard for the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).
- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We support parents and children with special educational needs and disabilities (SEND).
- We identify the specific needs of children with special educational needs and disabilities and meet those needs through a range of SEND 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

- In accordance with good practice we designate a member of staff to be the Special Educational Needs and Disabilities Co-ordinator (SENDCO) and give his/her name to parents. Our SENDCO is: Cindy Summer.
- We ensure that the provision for children with special educational needs and disabilities 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 and disabilities 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 disabilities 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 and disabilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing for children with special educational needs.
- We ensure that children with special educational needs and disabilities 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 during the graduated response process through to the provision of an Education, Health, and Care Plan (EHC) where relevant.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs and disabilities.
- We provide resources (human and financial) to implement our Special Educational Needs and Disabilities Policy.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs and disabilities provision by collecting information from a range of sources e.g. settling in report, two-year check, 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 annually.

PROVISION MADE FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

- Apples and Honey Nightingale is situated in the bungalow on the premises of Nightingale House, 105 Nightingale Lane, Wandsworth. We have wheelchair access and there is a disabled toilet (with wheelchair access) within our main nursery space.
- Many of our activities encourage use of all the senses and can be adapted to suit specific children's needs.
- All of our members of staff have had experience of working with children with additional educational needs and disabilities.

Completed: 04/09/17

To be reviewed: 04/09/18