



Equality Of Opportunity - Supporting Children with Special Educational Needs and Disabilities SEND

Policy statement

Tiggers aims to provide an environment which is fully inclusive for all children and their families, including those with Special Educational Needs and disabilities (SEND) which enables children to reach their full potential. Tiggers follows the 0-25 SEND code of practice

Procedures

From September 2014 The Children and families Act 2014 came in place, the main principles that underpin the Children and Families Act include;

- Taking into account the views of children young people and their families
- Enabling children, young people and their parents to participate in decision making
- Collaborating with partners in education, health and social care to provide support
- Identifying the needs of children and young people
- Making high quality provision to meet the needs of children and young children
- Focusing on inclusive practices and removing barriers to learning
- Helping children and young people prepare for adulthood.

Tiggers admission policy is fully inclusive and does not discriminate against children with SEND.

While Tiggers recognises that the provision for Children with SEND, is the responsibility of all practitioners it also recognises in order to ensure the provision is co-ordinated and appropriate for the Individual child, an appointed SENCO (Special Educational Needs Co-ordinator) will work alongside the Child's Key Person, to develop and support any strategies implemented. It is the responsibility of the Key Person to discuss any concerns or changes to the SENCO.

The Key worker and SENCO will work closely with the parents of child with additional needs, to ensure that a positive partnership is maintained and the best outcomes for the child are worked towards, ensuring the views of the parents are considered when planning and implementing strategies. Where appropriate the SENCO will provide information to parents about independent support and advice. Tigger's will liaise with other professionals involved with the children with Special Educational Needs and Disabilities, whether these are already established networks, or whether the need for additional support



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is recognised within the setting. Tigger's may feel it is appropriate to source outside help with strategies , by contacting the Targeted Setting Support Team, Facilitating Inclusion (through) Reflection Support & Training This will only be done with parental consent first.

Legal Framework

Children and Families Act 2014
0-25 SEND code of practice 2014
The Equality Act 2014
Disability Discrimination Act 1995 2005
Children Act 1989 2004
Race Relations Act 1976
Sex Discrimination Act 1976 1986