

Special Educational Needs Policy

Our setting believes in the principles of Equal Opportunities and therefore welcomes children regardless of ability. Our aim is to provide a stimulating atmosphere and appropriate learning opportunities for all children. We also aim to have regard to the-

Special Educational Needs and Disability code of practice: 0 to 25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities January 2015; in addition:

- Early Years foundation stage profile return 2014
- The Equality Act 2010 and schools

Children with special needs, like all other children, will be admitted into the setting after consultation between parents/carers, setting manager and key personnel if deemed to be appropriate e.g. Porta Local Education Authority/Inclusion Team or Social Workers and with regard to the Equality Act 2010 and schools.

The setting recognises the wide range of children and families with special needs in their community. We are committed to the inclusion of children and parents with special needs within our pre-school and will seek proper resources to make it successful. We will therefore:

- Endeavour to accommodate all children wherever possible, by adjusting the Early Years Curriculum to suit all ability levels, in all areas of development.
- Endeavour to obtain suitable equipment to enable those with physical disabilities to be correctly supported, therefore enabling them to make full use of activities.
- Ensure that all children have full access to the play opportunities offered within the setting.
- Encourage and facilitate discussion about disability, ensuring that children and parents within our setting develop a positive

attitude, therefore helping combat discrimination against people with disabilities in the wider community.

- Select resources, for example books, posters, jigsaws, etc. which portray positive images of people with disabilities.
- Ensure that each child receives adult support and attention through our high adult to child ratio. If additional help is considered beneficial by both the parents and the setting we will seek funding/support via the S.E.N. Inclusion Support Scheme to employ an Inclusion Support Worker. This will always be in consultation with the parents/carers.
- Welcome the opportunity to work and liaise with other professionals, such as paediatricians, therapists and health visitors, in order to meet children's specific needs.
- Monitor children's progress on an individual basis. With parents/carers consent, we will provide evidence if a child is to be assessed for the purpose of a statement of their special educational needs.
- Encourage our staff to attend, whenever possible, training on special needs.
- This policy will be reviewed annually to include parents and staff views and any up-to-date national and local developments on SEN.

Identification and assessment process

We have adopted the Early Years Action/Action Plus model and the practice of our setting are described through these stages as follow:

Early Years Action: Our system of observation and record keeping enables us to monitor children's progress on an individual basis. Working in partnership with parents/carer IEPs (Individual Education Plans) will be prepared where necessary with attainable goals set to enable the child to reach their full potential this is in addition to the child's regular progress reports. Should any of the staff feel concerned about a child or additional help and advice is needed, she/he will seek the help of the settings Special Needs Co-ordinator.

The SENCO's role is:

- To work with parents and staff to produce, monitor and review the setting S.E.N policy.
- To set up, monitor and update the S.E.N. register.
- To keep up-to-date S.E.N. records for individual children.
- To contribute to formal assessments and reviews for children who have statements.
- To support staff in making observations, assessments, setting appropriate targets and adapting the curriculum for children with disabilities and children with S.E.N.

- To identify and address staff training needs in relation to S.E.N. as well as pass on any relevant up-to-date information about developments on provision for children with S.E.N.
- To ensure effective and constructive liaison between staff and parents.
- To liaise with external agencies to gain information, advice and support in relation to disability and S.E.N issues.
- To attend the equivalent to three days specialist training annually.

Early Years Action Plus: Should the SENCO and parents feel that additional support and advice is needed to help the child reach his/her full potential, outside agencies will be contacted.

Appendix-Croydon 0-25 SEN Team contact list.

The Special Needs Co-ordinator for this setting is:

Lead SENCO Louise Keyzer
Deputy SENCO Fran Cole

Reviewed by Louise Keyzer

March 2020