



ST GEORGE'S PRE-SCHOOL HINTON ST GEORGE

Website: <http://saintgeorgespreschool.co.uk>

Special Needs Policy

Aim

This policy should be seen in the context of equal opportunities. It is designed to promote inclusion for all children, through differentiation of the curriculum (choosing the most appropriate ways to help each child learn from a range of activities) and the graduated (step by step) response to planning for individual needs. We aim to have regard to:

- the DFES Code of Practice for Special Educational Needs
- the provisions of the Disability Discrimination Act 1995 (as amended by the Special Educational Needs Act 2001)
- associated guidance on the identification and assessment of Special Educational Needs

The Special Educational Needs Co-ordinator for the setting is **Sharon Vickery**.

She is responsible for co-ordinating day to day provision of education for children with SEN.

1. Support available within the setting for children with SEN

We will provide support through the Graduated Approach of the Code of Practice for Special Educational Needs - Differentiation, Early Years Action, Early Years Action Plus and Statement. These individual arrangements for learning and teaching may include:

- Extra adult time to assess, plan and review support (for instance through an Individual Education Plan)
- Curriculum and teaching methods
- Learning materials or equipment
- Staff development or training
- Grouping for teaching purposes
- Additional human resources

2. Roles and responsibilities of various members of staff

- The role of the Committee is to work with practitioners to determine the settings general policy and approach to provision for children with SEN
- The Supervisor of the setting has responsibility for the day to day management of all aspects of the setting's work including provision for children with SEN, and will keep the Committee fully informed and work closely with the SENCO.
- The role of the SENCO is to take responsibility for the day-to-day operation of the Group's SEN policy and to co-ordinate provision for children with SEN, particularly through Early Years Action and Early Years Action Plus, working closely with the Supervisor and colleagues.

- All practitioners will be involved in the development of the SEN policy and be fully aware of the procedures for identifying assessing and making provision for children with SEN
- Liaison with parents/carers is the responsibility of the Keyworker/Supervisor

3. Training and advice

We will:

- Endeavour to appoint staff with appropriate attitudes, skills and knowledge
- Enable staff to attend training identified as a need by Children's Services, and investigate other opportunities for continued professional development
- See the settings Operational Plan for record of staff qualifications and SEN courses undertaken, and adult/child ratio
- See attached list of resources
- Implement advice from Children's Services including Early Years Inclusion Consultants and other professionals

4. Environment and Practice

For all children

We will:

- Assess our environment and practice so we can plan to increase access for children with learning difficulties or disabilities
- Where possible, we will meet the individual needs of children, however there are restrictions on our physical environment.

For individual children

We will

- Work in partnership with parents/carers
 - Talk with parents/carers to identify any barriers to the inclusion of their child that there might be in our environment or practice
 - Talk with the carer and child about what they want
 - Discuss each child's strengths, preferred activities and any special educational needs or medical requirements on an individual basis with parents/carers and relevant professionals. (See Admissions Policy and registration/admission form for further information)
 - See Managing Medicines in Early Years Settings (see the settings Operational Plan)
 - Use observation to help us identify and assess children's needs, and to plan and evaluate what we do to meet them
 - Draw up, use and evaluate individual educational plans for children with SEN
 - Meet at least termly to review IEPs, involving parents/carers and taking into account the ascertainable wishes of the child

5. Procedures: Reviewing. Monitoring and evaluating the effectiveness of SEN provision for children

- Through informal discussion with staff, committee and parents/carers
- Through regular staff and committee meetings
- Through regular visits from Early Years Inclusion Consultants, Ofsted and other professionals
- Through self-evaluation frameworks such as Ofsted and index for inclusion

We will:

- (i) Ensure that all children are treated individually and are encouraged to take part in all areas of learning

- (ii) Promote positive images of those with learning difficulties or disabilities
- (iii) Identify any barriers to inclusion that there might be in our environment or practice

Procedures: Linking effectively with others on SEN issues and exchanging information

We will:

- (i) Explain to parents the importance of communication with others to enable planning to meet the child's needs
- (ii) Gain permission from parents to pass on children's individual records (See Registration form)
- (iii) Liaise with other settings that a child may attend, and with their intended school, and pass on children's individual records
- (iv) Contact the relevant professionals with the parent's permission, for advice and support

6. Complaints

Should a parent or carer feel dissatisfied in any way they should follow the procedure laid down in the group's Complaint's procedure.

This Policy was updated and re-adopted by the committee members of St George's Pre-school at a Policy Meeting held on 27th April 2010

Helen Harding (Chair)

Gilly Jaffé(Secretary).....

This policy will be reviewed on an annual basis