

SPECIAL EDUCATIONAL NEEDS POLICY

Safeguarding and Welfare Requirements: Equal Opportunities

Providers must have and implement a policy and procedures to promote equality of opportunity for children in their care, including support for children with Special Educational Needs or disabilities.

Policy Statement

St Teath Pre-school strives to include everyone in a welcoming and friendly manner. We provide care and education for all children aged between 2 - 4 years, and we are committed to giving all our children every opportunity to achieve the highest of standards. Inclusion is about creating a secure, accepting, collaborating and stimulating setting in which everyone is valued, as the foundation for the highest achievement for all children.

St Teath Pre-school will not exclude any child, family or other adults on the grounds of gender, sexuality, class, family status, disability, learning difficulty, race, colour, culture, language, religion, ethnic origin or status of residency. Everyone has the right to be treated with equal value and not be subjected to prejudice and discrimination. All children will be respected and their individuality and potential recognised, valued and nurtured. We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

Inclusion is meant in the widest sense. It incorporates children and young people as well as the rights of parents/carers, students and all staff. It includes individuals with special educational needs and/or a disability, as well as those from minority ethnic groups; Travellers; and any other diverse cultural groups. It also includes those with English as an additional language and Children in Public Care. Those with specific medical needs; suffering from low self-esteem; or experiencing mental health difficulties are also included. Regard should also be made to The Children's Act 1989 and the Disability Discrimination Act 2002.

Purpose

- To meet the needs of children in our setting
- To ensure that Inclusion and Equal Opportunities are put into practice

- To raise quality and standards
- To recognise the rights of the child
- To encourage parents/carers to use the provision
- To increase awareness

Procedures

- We ensure that the provision for children with special educational needs is the responsibility of all members of our 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 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 arrangement to other settings and schools
- We provide a broad, balanced and differentiated curriculum
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs)
- We ensure that children with special educational needs are appropriately involved at all stages
- of the graduated response
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus & Statutory Assessment
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs

- We provide resources to implement our Special Educational Needs Policy
- We provide in-service training for parents, practitioners and volunteers
- We raise awareness of any specialism the setting has to offer
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources
- We provide a complaints procedure
- We monitor and review our policy annually

What are Special Educational Needs?

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

a) Have a significantly greater difficulty in learning than the majority of children of the same age; or

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority

c) Are under compulsory school age and fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

a) For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area

b) For children under two, educational provision of any kind.

The SEN Code of Practice - Five Principles

1. A child with special educational needs should have their needs met.
2. The special educational needs of children will normally be met in mainstream schools and settings.
3. The views of the child should be sought and taken into account.
4. Parents have a vital role to play in supporting their child's education.
5. Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

Since September 2001 it has been a requirement for all settings, who are registered for the Nursery Education Finance, to appoint a named setting based Special Educational Needs Coordinator (SENCO).

The designated SENCO for St Teath Pre-school is: Jo Mountain

In absence SENCO is: Natalie Beal

Committee SENCO Contact:

Each setting is also required to develop and implement a Special Needs/Inclusion policy which reflect the aims and practice of the setting and which supports inclusion.

The SENCO is responsible for:

- Ensuring liaison with parents and other professions in respect of children with special educational needs
- Advising and supporting other practitioners in the setting
- Ensuring that appropriate Individual Educational Plans are in place
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated

Identification, Assessment and Provision

Early Years settings have an important role to play in the early identification, assessment and education of children with Special Educational Needs. All settings have

a duty to have regard to the Code of Practice in relation to children for whom they receive funding and to ensure that procedures are put into place to identify, assess and develop appropriate programmes of intervention.

St Teath Pre-school follows the Stages of the Graduated Response as set out in the revised Code of Practice. This identifies the stage the child is at, and clarifies who is responsible for the additional provision that is needed to support the child's progress.

Our system of observation and record keeping, in the form of Learning Journals, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.

Children with additional needs are provided for through Individual Education Plans.

If it is felt that a child's needs cannot be met through the setting without additional support, advice will be sought from the Area SENCO to seek extended funding.

The Code of Practice - Identifying children's needs

- Cognition and Learning
- Behavioural, Social and Emotional
- Communication and Interaction
- Sensory and Physical

Working with Parents and Carers

In accordance with the Code of Practice, St Teath Pre-school acknowledges the importance of working with parents in all aspects of their child's Special Educational Needs, and their detailed knowledge of their child's development and personal characteristics is valued. We ensure that parents feel welcome and confident to express their feelings about how their child's needs are being met. There are frequent opportunities to share concerns, discuss developments and celebrate achievement; thus creating consistency in working towards the child's progress.

We understand that raising early concerns about a child or discussing existing difficulties can be an upsetting and uncomfortable time for parents. Parental expectations support and contributions are respected and valued. Parents are consulted at every stage of intervention.

Child Participation

Child participation is an expected principle of good practice and even the youngest children should be involved. Children who have never been consulted will find difficulty in participating or responding appropriately.

In the early years children need time to be comfortable with this process and by involving children in decision-making at an early age we provide the foundation on which children can develop their own independence.

The Graduated Response

Table to illustrate what happens at each step:

	Procedure	Who is involved	Action Taken
<p>Early years action</p> <p>Triggered by concern</p> <p>Group based provision</p>	<p>The child's key person in consultation with the child's parents, concludes that the child needs additional support to help them progress and seeks the help of the setting SENCO</p> <p>If requested for short term funding is requested then a common assessment framework (CAF) is required.</p>	<p>SENCO</p> <p>Parents</p> <p>Key person</p> <p>Early Years</p> <p>Advisory</p> <p>Teacher and area</p> <p>SENCO</p> <p>Health visitor</p>	<p>SENCO and key person liaises with the parents. All concerns, ideas and plans are mutually developed and shared with the parents.</p> <p>An individual Education Plan (IEP) is developed if appropriate.</p> <p>A review procedure is set up and a date agreed (normally 6 weeks).</p>
<p>Early Years Action Plus</p> <p>Triggered by lack of progress</p> <p>External support sought</p>	<p>Specialists from outside agencies, Educational Psychologists, speech therapists, Pre-school support Teachers, advise the setting and SENCO on appropriate activities and strategies.</p> <p>Consider a CAF. Some children may already have their needs identified and already be at this level</p>	<p>SENCO</p> <p>Parents</p> <p>Key person</p> <p>Local Authority (LA)</p> <p>Other professionals</p> <p>Outside Agencies</p>	<p>SENCO/Key person</p> <p>Outside agencies and other professionals may provide advice to input to the child's IEP.</p> <p>SENCO may request external assessments and advice.</p> <p>IEP's must be reviewed Regularly</p> <p>Check with CAF team whether one already exists if not initiate CAF</p>

Statutory assessment	Request to LA for a statutory assessment. Reports from agencies and early years education providers inform the LA, who determine whether a statutory assessment is required.	SENCO Parents Key person Other agencies Parents partnership services	LA decides whether a statutory assessment is appropriate and informs parents of their decision. If a statutory assessment is agreed then the SENCO will be asked to collate and submit relevant documents to the LA.
Statement	The LA considers the need for a statutory assessment and, if appropriate, agrees a statement of SEN and monitors and reviews provision	SENCO Parents LA Parent partnership services SEN tribunal Other professionals	Statement of SEN indicates educational needs, educational provision and placement in partnership with parents, non-educational needs and non-educational provision.

Available help

Significant Characteristics		Sources of advice at Early Years Action	
Cognition and learning	Delayed development	Early Years Advisory Teacher and Area SENCO Educational Psychologist Surgery Health visitor	
Behaviour, emotional and social	Difficulties in relating to children, staff and routine		
Communication and interaction	Delayed speech, communication and understanding		
Sensory and physical	Hearing/sight loss mobility		

Roles and responsibilities

Management Group (committee)	Manager	SENCO	All Practitioners
<p>Determine general policy on SEN</p> <p>Determine the approach to provision for the children with SEN</p>	<p>Responsibility for day-to-day management including provision for SEN and inclusion</p> <p>Keep management group informed</p> <p>Work with and support SENCO</p>	<p>Day-to-day operation of settings SEN and inclusion policy</p> <p>Coordinating provision for children with SEN at Early years action, early years action plus and statements for educational need</p> <p>Coordinating completion of CAFs</p>	<p>Involved in the development of the SEN policy</p> <p>Be aware and be involved in procedures for identifying, assessing and making provision for children with SEN</p> <p>Contributing towards CAFs</p>

