

STOWUPLAND PRE-SCHOOL AND THE MIGHTY OAKS

Special Educational Needs Policy

Special Educational Needs Co-ordinator - SENCo - Jeanette Moss

Statement of intent

We believe that children with special educational needs (SEN) should be offered full access to a broad, balanced and suitably differentiated curriculum. We will work closely with parents and other external agencies to provide an Individual Educational Plan (IEP) and appropriate resources when necessary.

Aims

To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.

To ensure that these children are given appropriate support to allow every child full access to the pre-school curriculum in a positive framework.

To ensure that these children are fully included in all activities of the pre-school in order to promote the highest levels of achievement.

To involve parents in developing a partnership of support, enabling them full confidence in the strategy as adopted by the pre-school.

Objectives

To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEN.

Access to an appropriate Early Years curriculum from Birth to 3 and Step by Step.

To give every child the entitlement to a sense of achievement.

To work in a partnership with the child's parents and other external agencies to provide for the child's special educational needs.

To observe, monitor and record as appropriate the child's progress. Staff will liaise with the SENCo on setting appropriate targets.

The SENCo is responsible for:

The daily implementation of the pre-school SEN policy.

Liaising with and advising staff and Learning Support Assistants on SEN matters.

Managing Learning Support Assistants.

Co-ordinating the provision for children with SEN.

Overseeing the records for all children with SEN.

Monitoring the SEN policy and setting dates for evaluation and review.

Ensure IEP's (Individual Education Plans) are being implemented and that the child's progress and records are reviewed on a regular basis.

Liaising with parents and external agencies as appropriate.

Admissions for children with SEN

Our admissions policy is that all children are welcome and join us in chronological order.

If your child wears a nappy or pull ups, we have facilities to change the child if required.

Please provide your own nappy, wipes and bags. We comply with the Department of Education guidelines, which state that "where you have the facilities to provide for a child with special educational needs, applications should be treated no less favourably than applications from other children." We ask, however, that parents give us as much notice as possible. This will enable us to discuss with parents and with any outside professionals how we can provide most effectively for that child.

Specialist Facilities and Staffing

Five qualified members of staff have covered S.E.N. training during their Diploma in Pre-School Practice and NVQ 3 courses and there is on going in house training with our Early Education Support Advisor (E.E.S.A.). During each session we have three qualified members. The staff are deployed within the group to work with individual children as appropriate. The layout of the setting is suitable as it is all on one level and we have wheelchair access to toilets and all areas of the room. The setting will have due regard for the Disability Discrimination Act and will look into seeking funding to make reasonable adjustments as appropriate.

Resources Provided for Children with SEN

A child with SEN will be allocated a key worker to ensure the SEN policy is followed, monitoring progress, observing, recording and liaising with the SENCo.

Equipment and resources are provided to meet a range of individual needs. Parents and professionals would be involved to discuss additional specific pieces of equipment that may be required. We are aware of the INNEX grant and additional funding would be applied for to support a child's needs where appropriate.

Identification Assessment and Review of Children with SEN

We have regard for the Special Educational Needs Code of Practice (2001) and have adopted the Early Years Action and Early Years Action Plus model.

The practise of our setting is described through the following stages:

Graduated Response:

When there is a concern over a child it may be necessary to offer different opportunities or use alternative approaches to his/her learning. We will record the child's strengths and weaknesses through written observations which will be kept in the child's individual files.

When we have observed a child and have agreed that there is a concern our SENCo or other appropriate member of staff will discuss the concern with parents.

We decide with parents how we will address and monitor the concern and will keep parents informed.

Early Years Action:

If the child has made limited progress at Graduated Response we set specific targets for the child in a written Individual Educational Plan (IEP) in conjunction with the SENCo and parents, and agree a date to review the IEP.

We record the child's progress in relation to the targets through observations and evidence of learning.

At the review we assess the child's progress in relation to the IEP targets and decide with the parents the next appropriate stage of action. Copies of IEP's and observations are given to parents and a review date is decided between staff and parents.

Early Years Action Plus:

The SENCo seeks written parental permission to involve outside professionals to assist in developing a new IEP.

We then follow the same procedures as at Early Years Action.

Statutory Assessment

In conjunction with parents and the LEA's Educational Psychologist/Advisory Team formal assessment and procedures relating to the possibility of the child having a Statement of Special Educational Needs, will be considered.

We will continue to carry out IEPs and Reviews with advice from the relevant professionals.

Early Years Curriculum (to include children with SEN)

Our long, medium and short term plans can be adapted to take into account a range of special educational needs with differentiated learning targets where appropriate. Daily records are kept of the child's achievements in the focused activity and weekly records are kept of the IEP targets. Progress is evaluated half termly and changes are made

accordingly. We can then adapt and change our teaching styles to deliver learning activities to children with different individual needs.

The Learning Environment

Our learning environment provides opportunities for all children to be included in the setting as a whole. Physical changes can be made by moving furniture, altering the position of activities and covering climbing equipment to accommodate children with special needs. We have a visual timetable in place and different communication systems can be accessed and courses taken if necessary. Inclusive play activities are offered both inside and outside with appropriate equipment and increased staffing levels.

Monitoring and Evaluating the SEN policy

The SEN policy and practice will be monitored and evaluated in March of each year.

The following considerations will be taken in to account:

Complaints with regard to the SEN policy

Any complaints regarding the SEN policy or the provision made for children with special educational needs should be addressed in the first instance to the SENCo. If however, parents are still concerned they may contact the Management Committee Chairperson.

The staff and the SENCo should be advised of any complaints and where appropriate the Management Committee Chairperson should be informed.

A record of complaint will be kept in the child's individual file with any action and outcomes noted.

SEN Training

Staff training in relation to special educational needs is met through attendance on county courses and in-service training within our own setting. Staff have the opportunity to discuss practices, policies and procedures through regular meetings. All staff have access to a range of reading material on the subject and where a child attends two settings a visit will be made to the other setting (with permission from the parents) to ensure that SEN planning is compatible.

Partnership with Parents

Parents will be contacted by the SENCo to discuss the possibility of SEN and what arrangements will be made to meet the child's individual needs.

If required a personal appointment will be arranged to discuss a possible course of action.

Written permission will always be obtained before contacting outside professionals.

The SENCo will be available before and after sessions to discuss progress and a regular review will discuss the child's progress in greater detail.

Parental support will be given in understanding external agency advice and support.

Links with other Early Years settings

When a child with SEN leaves for another setting the SENCo will arrange a meeting between the parents and a member of staff from each setting to ensure a successful outcome for the child. IEP records will follow the child to their new setting. When a child moves to the Early Years Unit within this school they will spend time at the unit for a term prior to the move. This should ensure a more gentle transition to the new setting. IEP'S are reviewed with Nursery and School staff prior to the child moving on.

Links with other Support Services

If further support and advice is required the SENCo will make contact with the appropriate agency. However, advice on an individual child cannot be sought without written parental consent. We have standing links with the Stowmarket Health Visitor and provide a list of clinic times on our notice board.

This policy was adopted at an AGM of Stowupland Pre-School and The Mighty Oaks

Held on (date) Review Date

Signed on behalf of the Pre-School (Chairperson).....