

SPECIAL EDUCATIONAL NEEDS

Responsible for the Special Needs Policy

The Childcare Manager.
SENCO

- The SENCO will be responsible for the day-to-day operation of the policy and co-ordinating provision for the children.
- The SENCO will be responsible for liaison with parents, staff and other agencies.
- All staff will be responsible for observations, record-keeping and Individual Educational Plan} (I.E.P)
- SENCO will have overview of each child.
- Outside agencies to respect the setting policies when they visit.
- To be aware of the setting's policies.
- To be introduced to all children in the group.

Aims

- To offer a broad and balanced curriculum with as much access to the Foundation Stage as possible.
- To ensure that all children with SEN engage in all activities and are fully included.
- To develop a support system and strategies that enable the SENCO to work with the whole settling team to deal effectively with children and their parents.
- To have a positive approach, building on children's strengths and taking into account their wishes in the light of their age and understanding.
- To involve parents in a working relationship.
- To work in partnership with outside agencies.
- To monitor and review individual needs of children, enabling early identification and to facilitate early intervention.

Definition of the term "having a special educational need"

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

A child has 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 the child from making use of educational facilities of a kind generally provided for children of the same age in nurseries within the area of the local education authority.

(c) is under five and falls within the definition at (a) or (b) above or would so do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Special educational provision means:

(a) for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age.

(b) for a child under two, educational provision of any kind.

[Education Act 1996, Section 312]

The setting recognises the Equalities Act 2010

Since September 2010 the Equalities Act 2010 has applied to all providers of early years services. The Act states that it is unlawful to discriminate against a disabled child in the provision of any service. There are two main duties set out in the Act:

- Not to treat a disabled child less favourably
- To make 'reasonable adjustments' for disabled children

We aim to enable all the children to have equal access to the curriculum in an environment where every child is equally valued and respected. If any parents have any queries or concerns about our policy or practice they are welcome to arrange a meeting with management Team / Owner.

The Disability Rights Commission (tel: 08457 622 633) provides a range of information and guidance on the Disability Discrimination Act. This organisation would be able to advise if the concern relates to an issue of the possible discrimination of a disabled child, which cannot be resolved within the setting.

Descriptions of EYA + EYA ACTION PLUS and IEP's. Initial concerns.

Identification and Assessment

- This will be the responsibility of all staff.
- The key worker for the child will make observations.
- SENCO will help and consult other agencies.
- The setting Manager will have the overall view and speak to the parents.
- Observations will be made throughout the day.
- We treat all children as individuals and we involve them all in small group work appropriate to their needs and development.
- It is the parents' responsibility to tell staff of any issues that may affect their child.

Identifying Needs

- Staff will raise concerns they may have with the SENCO and setting Manager.
- Discussions may take place in staff meetings.
- Parents may approach staff with their concerns.

- The children themselves, identify they have a need through difficulties they may have.
- An outside agency who will liaise with the SENCO.
- If a child transfers from another setting the SENCO will check records for information concerning a child's special educational needs.

EYA = Early Years Action:

When setting staff who work day to day with the children or the SENCO identify that a child has SEN. Together they provide interventions that are additional to or different from those provided as part of the setting's usual curriculum offer and strategies. An IEP will usually be devised.

EYA+ = Early Years Action Plus:

If insufficient progress made a new IEP will usually be devised. The setting staff who work day to day with the children and the SENCO are provided with advice or support from outside specialists. Alternative interventions additional or different strategies to those provided for the child through EYA+ are put in place.

IEP = Individual Education Plans:

A IEP is a working document for all setting staff. It provides planning for the individual child with SEN. It must be accessible and understandable to all concerned.

Confidentiality:

All information and IEP's on each individual child will be kept strictly confidential within the setting.

Complaints Procedure:

Childcare Manager, refer to setting Complaints Policy.

Planning and Resourcing

- If extra funding is necessary the Manager will approach the Local Authority
- Identification can be made at any time.
- Six weekly reviews of the child and the I.E.P.s. (including education plan)
- SENCO's time will be variable depending on the needs of the child.
- Keyworkers will have time when necessary to discuss concerns.
- Parents will be involved as much as possible. If the need to talk to the keyworker/SENCO time should be given.
- I.E.P.s to be signed by the parents, when the action is decided and at each update.
- Funding should be available for training.

On-going Monitoring

- Monitoring of children review 1/2 termly.

- Discuss regularly at staff meetings.

Support **offered to children, staffing, resources, etc.:**

Staff Development Courses:

The SENCO at the setting will attend the SENCO training.

Partnership with Parents:

Parents should play an active and valued role in their child's education. Parents should have access to information, advice and support during the assessment of their child. Setting staff should be sensitive to the parents' feelings, and should present a positive attitude.

Links with other settings, schools and outside agencies:

The setting 's AREA SENCO will provide advice and support to the setting staff and the SENCO, when liaising with outside agencies.

SENCO - Josephine Showers (Pre-school)

SENCO - Hasina Monir (Baby Unit + Out-Of-School)

SENCO - Andrene Sergeant (Out-Of-School)