



Review date March 2018

Special Educational Needs Policy

Market Rasen Pre School is committed to making our setting inclusive and accessible to all children and to making sure that children are able to reach their full potential. All children have the right to the Early Years Foundation Stage and all staff have a duty to meet the needs of all the children attending the setting.

We have regard for the Special Educational Needs (SEN) Code of Practice (DfES 2001) on the early identification and assessment of children with special educational needs. We have adopted the Early Years Action and Early Years Action Plus model as outlined in the SEN Code of Practice.

Definition of children with Special Educational Needs (SEN):

“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:

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

Or

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 schools within the area of the local educational authority

Or

Are under five and fall within either of the two definitions above or would do if special educational provision was not made for that child. (Education Act 1996)

We aim to foster an environment where all children are:

- Seen as children first
- Fully accepted and involved in all activities
- Encouraged and enabled to be as independent as possible
- Respected when care is of a private nature

In order to meet the needs of all children, including those with SEN, we consider the following issues:

- Access

- Activities (planning and differentiating these)
- Staffing levels - making sure these are adequate to meet a child's needs
- Training of staff
- Resources and equipment
- Challenging stereotypes and promoting positive attitudes amongst all children and staff
- Individual programmes, monitoring of progress and record keeping
SEN policy continued (2)

Market Rasen preschool will endeavor to ensure that all children are treated with equal concern and respect and encouraged to take part in the activities that are provided. We will assess the specific needs of any child and take the relevant steps to adapt our facilities and activities to meet the needs of everyone.

Where a member of staff has concerns about the development of a child in one or more areas, this will be discussed with the child's parents/carers in order to decide on the best way to meet the child's current needs. If appropriate, an individual programme may be set up for the child, which will be reviewed on a regular basis with parents.

Market Rasen Preschool will ensure that:

- The environment is suitable for disabled children and those with SEN;
- Staffing arrangements meet the needs of individual children;
- Our written policy is available to parents and is consistent with current legislation;
- Children with special educational needs and disabilities have equality of access to facilities, activities and opportunities;
- Regular liaison takes place with parents and other professionals about the need for special equipment/services for children.

The role of the Special Educational Needs Coordinator (SENCo)

We have a named Special Educational Needs Coordinator (SENCo). The SENCo is responsible for monitoring the needs and progress of children with SEN. The SENCo will ensure that liaison takes place with parents/carers and with appropriate professionals as well as ensuring that the setting is up to date with current legislation and practice.

Our named SENCo is Diane Walker

The SENCo is responsible for:

- Ensuring that staff members are aware of the procedure if they have a concern about a child.
- Attending appropriate training and sharing this with the staff group;
- Coordinating the provision for children with SEN within the setting.

The following members of staff have had SEN training:

Diane Walker, Sally Jacklin

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Admissions arrangements:

- All children, including those with identified SEN are admitted to the setting following discussions with parents/carers.

SEN policy continued (3)**Partnership with Parents**

Parents/carers of children with SEN will be consulted regularly about the welfare and development of their children. We encourage parent/carers to feel welcome to communicate with staff at the start and end of preschool sessions. We are happy to meet with parents/carers at any pre arranged time to discuss any issues relating to their child. All documentation relating to a child with SEN is shared with the parents/carers and transferred to new settings with their consent. We include and value parent/carer contributions in Early years Action and Early Years Action Plus reviews and on our IEPs. Strategies and activities that can be used in the home and preschool setting are shared. Information from “parent partnership” service are available on display to help parents/carers understand the graduated approach to SEN and to give guidance on other sources of support.

Links with other agencies of professionals

After seeking parent/carer consent we may seek the advice and support of Birth to Five Service, Educational psychologist, speech and language therapist, physiotherapist, health visitor or any other supporting agency as needed. Outside agencies and professionals are welcomed in our reviews and to visit our setting. Confidentialities shared in meetings are maintained by staff at all times.

Our preschool has regular liaison with the local primary schools and where appropriate school staff are invited to attend the final preschool reviews in order to ensure a successful transition for the child.

Diane Walker who is our SENCO has a wealth of knowledge and will be there to help , if she cannot answers any queries she will endeavor to find the answers

We do not contact other professionals about a child without parental consent unless there are concerns about child protection.

This policy was updated March 2017