

Special Educational Needs/Disability Policy

Statement of Intent: We provide an environment in which all children are supported to reach their full potential.

Aim: We have regard of the DfES Special Education Needs Code of Practice and provide a welcome, an appropriate learning opportunity, for all children wherever possible through support from practitioners who support parents and their child to meet their needs through a range of strategies.

Methods:

- We designate a member of staff to be special educational needs co-ordinator (SENCO) and make her known to all parents/guardians at our new parents evening or during the new starters morning.
- We will admit children with special needs, like all other children, to our pre-school after consultation between parents, our SENCO and the pre-school leader.
- We will provide a statement showing how we provide for children with SEN/disabilities.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is, as far as possible, suitable for children with disabilities.
- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review 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 SEN/disabilities and their families, including transfer arrangements to other settings and schools.
- With parents permission we liaise with the SENCO at Wilsden Primary School and other primary schools when appropriate and arrange visits to our setting to observe children with SEN/disabilities so they can assess what support they may need before they join.
- We will, when possible, take the child on a visit to their primary school, supported by our SENCO.
- We welcome visits from professional bodies that support our children with SEN/disabilities.
- We seek advice and guidance from our SENCO at the Shipley/Keighley Pre-school Learning Alliance.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We provide a broad and balanced curriculum for all children with SEN/disabilities.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluation and reviewing individual educational plans (IEPs) for children with SEN/disabilities.

- We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
- We provide resources (human and financial) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We provide in-service training for staff and volunteers.
- We will ensure that our SENCO attends, whenever possible, training on special needs arranged by the Pre-school Learning Alliance and other professional bodies. Other staff may attend when necessary.
- We will record and administer any special diet or medication after discussion and agreement with parents and after staff have received any necessary medical training.
- We will seek funding if it is felt that a child's needs cannot be met in the pre-school without the support of a one to one worker.
- We will make parents aware that SEN children/adults are not covered in the personal accidents clause but are covered under the Public Liabilities clause
- We raise awareness of any specialism the setting has to offer e.g. basic Makaton trained staff.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff meetings, parental and external agency's views, inspections and complaints. This information is collated evaluated and reviewed annually.

- We provide a complaints procedure.
- We monitor and review our policy annually.

Our named person in accordance with the Code of Practice is:-
Miss Greenwood.

**This policy was adopted at a meeting of Wilsden Pre-school held
on.....**

Signed on behalf of Wilsden Pre-school.....

October 2008