



Special Educational Needs and Disability Policy

Policy Statement

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

- We have regard for the government's Special Educational Needs Code of Practice (2001).
- We ensure our pre-school is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN)/disabilities.
- We identify the specific needs of children with SEN/disabilities and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be special educational needs co-ordinator (SENCO) and give his/her name to parents. Samantha Thompson is our designated member of staff.
- We ensure that the provision for children with special educational needs is the responsibility of members of the pre-school
- We provide a statement showing how we provide for children with SEN/disabilities.
- 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 pre-schools and schools.
- 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, evaluating and reviewing individual educational plans (IEPs) for children with SEN/disabilities.
- We have systems in place for supporting children during the Early Years Action Process (stage 2 on Continuum of Needs)
- We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF), Early Years Action Plus (stage 3 of the Continuum of Need), Statutory Assessment and the Statementing process (stage 4 of Continuum of Need).
- 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 practitioners and volunteers.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed when appropriate.
- We provide a complaints procedure.

This policy was adopted at a meeting of Goudhurst Village Pre-school

Held on.....

Date to be reviewed.....

Signed on behalf of the provider.....

Name of signatory.....

Role of signatory.....