**Special Educational Needs and Disabilities Policy**

This policy is to be read in conjunction with the Preschools ‘Local Offer’.

This policy should be seen in the context of equal opportunities. It is designed to promote inclusion for all children, through differentiation of the curriculum (choosing the most appropriate ways to help each child learn from a range of activities) and the graduated (step by step) response to planning for individual needs. We aim to have regard to:

* the DFES Code of Practice for Special Educational Needs
* the provisions of the Disability Discrimination Act 1995 (as amended by the Special Educational Needs Act 2001)
* associated guidance on the identification and assessment of Special Educational Needs

SEN & Provision should include the assessment and monitoring of:

* Communication and Interaction
* Cognition and Learning
* Social, Mental & Emotional health
* Sensory and/or physical needs

The Special Educational Needs & Disabilities Co-ordinator for the setting is **Nichola Webb**.

She is responsible for co-ordinating day to day provision of education for children with SEN.

**Support available within the setting for children with SEN**

We will provide support through the Graduated Approach of the Code of Practice for Special Educational Needs - Differentiation, Higher Needs Funding ( replacing Early Years Action, Early Years Action Plus and Statements). Early Interventions are extremely important to the success of an individual child’s SEN programme. These individual arrangements for learning and teaching may include:

* Extra adult time to assess, plan and review support (for instance through an Individual Education Plan).
* Curriculum and teaching methods.
* Learning materials or equipment.
* Staff development or training.
* Grouping for teaching purposes.
* Additional human resources.

 **Roles and responsibilities of various members of staff**

* The role of the manager is to work with practitioners to determine the settings general policy and approach to provision for children with SEN.
* The manager of the setting has responsibility for the day to day management of all aspects of the setting’s work including provision for children with SEN, and will keep the staff fully informed and work closely with the SENDCO.
* The role of the SENDCO is to take responsibility for the day-to-day operation of the Group's SEN policy and to co-ordinate provision for children with SEN, particularly through the graduated approach with Higher Needs Funding, working closely with the manager and colleagues.
* All practitioners will be involved in the development of the SEN policy and be fully aware of the procedures for identifying assessing and making provision for children with SEN.
* Close liaison with parents/carers is the responsibility of the Keyworker/Manager.

 **Training and advice**

 We will:

* Endeavour to appoint staff with appropriate attitudes, skills and knowledge.
* Enable staff to attend training identified as a need by Children’s Services, and investigate other opportunities for continued professional development.
* See the settings Operational Plan for record of staff qualifications and SEN courses undertaken, and adult/child ratio.
* See attached list of resources.
* Implement advice from Children's Services including Early Years Inclusion Consultants and other professionals.

 **Environment and Practice**

 **For all children**

 We will:

* Assess our environment and practice so we can plan to increase access for children with learning difficulties or disabilities.
* Where possible, we will meet the individual needs of children, however there are restrictions on our physical environment.

 **For individual children**

 We will

* Work in partnership with parents/carers

- Talk with parents/carers to identify any barriers to the inclusion of their child that there might be in our environment or practice.

- Talk with the carer and child about what they want.

- Discuss each child's strengths, preferred activities and any special educational needs or medical requirements on an individual basis with parents/carers and relevant professionals.

(See Admissions Policy and registration/admission form for further information)

- Use observation to help us identify and assess children's needs, and to plan and evaluate what we do to meet them.

- Draw up, use and evaluate individual educational plans for children with SEN.

- Meet at least termly to review IEPs, involving parents/carers and taking into account the ascertainable wishes of the child.

 **Procedures: Reviewing. Monitoring and evaluating the effectiveness of SEN provision for children**

* Through informal discussion with staff, committee and parents/carers.
* Through regular staff and committee meetings.
* Through regular visits from Early Years Inclusion Consultants, Ofsted and other professionals.
* Through self-evaluation frameworks such as Ofsted and index for inclusion.

 We will:

(i) Ensure that all children are treated individually and are encouraged to take part in all areas of learning.

 (ii) Promote positive images of those with learning difficulties or disabilities.

(iii) Identify any barriers to inclusion that there might be in our environment or

 practice.

**Procedures: Linking effectively with others on SEN issues and exchanging information**

 We will:

1. Explain to parents the importance of communication with others to enable planning to meet the child's needs.

(ii) Gain permission from parents to pass on children's individual records (See Registration form).

(iii) Liaise with other settings that a child may attend, and with their intended school, and pass on children's individual records.

(iv) Contact the relevant professionals with the parent's permission, for advice

 and support

(v) Early Intervention is key to helping with any SEN issues– occasionally it may

 be appropriate to visit a child’s home environment to allow complete

 understanding of any specific needs therefore home visits could be asked for,

 at the discretion of the staff involved, and always with the parents consent.

**Complaints**

Should a parent or carer feel dissatisfied in any way they should follow the procedure laid down in the group's Complaint's policy.