

Parents in partnership

## **SPECIAL EDUCATIONAL NEEDS POLICY**

Every effort is made to promote a positive climate within the setting that recognises the right of children with additional needs. We aim to respond appropriately to each child's background and individual need.

We ask parents to give us as much notice as possible if their child has an Additional Need, this will help us to make effective provision for the child

### **Our aims and objectives are**

- To identify a child with additional needs as early as possible and provide an appropriate learning environment to meet all individual learning needs.
- To promote an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive.
- To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.
- To adopt positive and consistent strategies to help children with behavioural difficulties and/or emotional problems.
- To affect a programme of support so where necessary we can liaise with other professionals, or make referrals to enable children to receive the help they need quickly and effectively.
- To inform parents of the needs and progress of their child, to consult and work in partnership with them: making the aims clearly defined with a pre-agreed review date.
- To observe, monitor and record the child's progress so that specific help can be given to individual children.
- To take into account the wishes of the child relevant to their age and comprehension.

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

Children have 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 them from making use of educational facilities of a kind generally provided for children of the same age.

### **Arrangements for co-ordinating provision**

Nutkins has appointed Gill Knight & Clare Lang as our special needs co-ordinators who are responsible for co-ordinating special needs provision within the pre-school. They will provide support and advice to staff, will liaise with the EYDCP and external agencies and monitor and develop the special needs provision.

### **Gill & Clare's role as special needs co-ordinators are;**

- To be responsible for the day to day operation, monitoring and evaluation of the Special Educational Needs policy.
- Liaising with any external agencies, fellow providers and support staff.
- Advising and supporting colleagues.
- Co-ordinating provision for children with SEN.
- Managing resources to support the SEN provision.
- Maintaining and monitoring records and I.E.P.s for all children with SEN.
- Liaising with parents and collecting relevant information about individual children.
- Contributing to in service training of colleagues concerning SEN.
- Co-ordinating termly reviews for all children with Special needs.

### **Admission arrangements**

It is our intention to make our pre-school genuinely accessible to children and families from all sections of the local community.

Please see Admissions policy.

## **Specialist facilities and staffing**

Staff attend courses regularly and information is cascaded down to the other team members at monthly team meetings.

The adult child ratio is one to six with one to one specialist help sought when deemed necessary.

Arrangements are made for representatives of external agencies to visit the child in the pre-school environment and to share knowledge and information with the team.

## **Identification, assessment & review arrangements**

Nutkins team are responsible for the learning and development of all the children within their care, including those with special needs. We use record sheets for each of the areas of learning identified by the QCA to record progress and to aid in the early identification of special needs.

It is the whole teams' responsibility to assess and identify children and notify the special needs co-ordinator, who will support the key person in setting up appropriate strategies and programmes of work.

The pre-school is working towards refining skills and procedures that will aid in the early identification of children with special needs.

Reviews are undertaken in consultation with the special needs co-ordinator, key person and parents.

## **Integration and access to the early years curriculum**

The pre-school rooms are on ground level and have good wheel chair access, with a ramp at the entry door. There is a disabled toilet and shower available.

In order to minimise social discrimination against children with special needs, Nutkins has opted to arrange the children in mixed ability groups, but to aid differentiation in meeting children's learning needs, children are taught in ability groups within their overall group when it is appropriate.

## **Resources**

We accept a variety of means of recording and provide specific aids to learning when appropriate. We assess written material for suitability of reading level and provide differentiated learning resources as necessary.

Circle time, story sacks and use of equipment from PICCS & other external services are incorporated into the curriculum to promote the inclusion of all children.

There is a special needs resource base which is administered and updated by the Special Needs Co-ordinator.

**The pre-school recognises the need to provide the maximum amount of assistance**

We recognise the importance of effective dialogue between Key person and parents. Parents are consulted and kept informed of their child's progress at every stage and are welcomed into the pre-school to support their child's learning.

At each stage of the special needs process parents will sign a consent form to give permission for their child to be moved to the next stage.

The pre-school's special needs policy is laid out in the separate Special Needs policy which is available.

Should any parent be dissatisfied with the pre-school's efforts on behalf of their child, they will be referred to the special needs co-ordinator and/or the Manager so that the situation can be investigated and if necessary improved.

The Chair of the Board of the pre-school is named as having a particular interest and responsibility for special needs and complaints can be taken to the Chair if necessary.

**Liaison with other pre-schools, schools & agencies**

The records for any child with special educational needs within the pre-school will be passed, with the parent's permission, to their primary school. Additionally, there are regular liaison meetings between the special needs co-ordinators and the SENCOs at the primary schools to which children move on. Specialists from external agencies are used to support the progress of the children.

**Training**

Training for the SENCO is ongoing, regular staff meeting time is allocated to the discussion and development of special needs within the pre-school with appropriate in-service training for staff when the SENCO cascades the knowledge she has gained from her training

*This policy was adopted at a meeting of Nutkins Pre-School held on.....*

*Signed on behalf of Nutkins Pre-School by .....*

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