



Pre School

Seedlings Pre School
St Johns Memorial Hall

Mobile: 07747 632549

seedlings-preschool@outlook.com

Special Educational Needs Policy

Special Educational Needs Co-ordinator: Jennifer Bruton

A child has special educational needs if they have a learning difficulty which call 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,
- 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 settings within the area of the local education authority.
- is under five and falls within either of the definitions above or would so do if special educational provision was not made for the child.

Special educational provision means:

- for a child of two or over: educational provision which is additional to, or otherwise different from, the education provision generally made for children of the child's age in early years settings.

At Seedlings Pre School we provide an environment in which all children are supported to reach their full potential. To achieve this we:

- have regard for the DfES Special Educational Needs Code of Practice.
- provide appropriate learning opportunities for all children.
- ensure our staff help support parents and children with special educational needs (SEN)/disabilities as well as the needs of able children.
- identify the specific needs of children with SEN, disabilities as well as gifted, talented and able children and meet those needs through a range of strategies.
- work in partnership with parents and other agencies in meeting individual children's needs.
- monitor and review our practice and provision and, if necessary, make adjustments.
- ensure that the provision for children with SEN/disabilities as well as for able children is the responsibility of all members of the setting.
- Operate an inclusive admissions practice ensures equality of access and opportunity.
- ensure that our physical environment is as far as possible suitable for children with disabilities.
- work closely with parents of children with SEN/disabilities to create and maintain a positive partnership. Parents are welcome to visit the group to observe their child's progress.
- ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- provide parents with information on sources of independent advice and support.
- liaise with and welcome visits from other professionals (including other settings) involved in the child's care.
- use the graduated response system for identifying, assessing and responding to children's special



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educational needs.

- Where a child attending the setting displays causes for concern or exceptional ability, written observations are made by all staff and parents consulted. Discussions are held between parents, key worker, SENCO and other staff to devise targets and strategies to help the child's progress. Where possible the child will also be involved in setting goals.
- All children in the setting, irrespective of special needs, are encouraged to join in all activities whenever possible and appropriate.
- 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 learning plans for all children and individual educational plans (IEPs) for children with SEN/disabilities.
- A key worker system ensures that one adult gets to know each child particularly well and will be aware of any special needs or special abilities the child may have. The key worker will also be a contact point for parents.
- 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 to implement our SEN/disability policy. If necessary and where possible we will aim to provide extra resources or to adapt equipment and activities to suit the needs of each individual child.
- Wherever possible we ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- Staff regularly attend training courses and cascade training to other staff where relevant to update all 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 agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.

Policy Reviewed: April 2017

Written by: Jennifer Bruton – Pre School Owner