



SPECIAL EDUCATIONAL NEEDS/DISABILITY POLICY

Member of staff responsible	Cindy Humphries
Committee member responsible	Liz Fellman/Gosia Rumsey
Date agreed with staff	
Date agreed at Committee	
Signed on behalf of Committee	
Print name & date	
Frequency of policy review	Annual
Date next review due	May 2010

Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	May 2009	Checked against PSLA guidelines.
1.1	June 2009	Added sources of help/advice

Statement of intent

Lydiard Millicent Pre-School provides an environment in which all children, including those with special educational needs (SEN), are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2001).
- We have regard for the Disability and Discrimination Act 2004 (DDA) to ensure we are meeting the relevant Special Education and Disability needs of both staff and children
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with special educational needs 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 policy, practice and provision and, if necessary, make adjustments.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

Identification of special needs

A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age; or
- b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) is under five and falls within the definition at (a) or (b) above or would do if special educational provision were not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of the home is different from the language in which he or she is, or will be, taught.

Special educational provision means:

- a) for a child over two, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area
- b) for a child under two, educational provision of any kind.

Children might be described as having SEN for many different reasons - a physical disability, a language or communication difficulty, behaviour or emotional difficulty, or delayed development. For some children this may be a temporary difficulty. The aim of early identification of SEN is to alleviate individual difficulties so children no longer have such significant needs. SEN is a pragmatic term used to define the steps we are adopting, rather than being used to 'label' a child.

Aims

- To have regard for the DCFS Code of Practice (2004) Department for Children, Families and Schools) for the Identification and Assessment of SEN.
- To ensure we do not discriminate against disabled employees, job applicants or children because of their disability.
- To include all children in our provision. Children who are identified as having a special need will be encouraged, as far as possible, to use the facilities, activities and play equipment alongside their peers, to promote their welfare and development.
- To provide practitioners to help support parents and children with special educational needs/disabilities.
- To identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies.
- To work in partnership with parents and other agencies in meeting individual children's needs and to maintain a positive partnership.
- To monitor and review our practice and physical environment and, if necessary, make any reasonable adjustments suitable for children and staff with disabilities and special needs to allow for inclusion.

Methods

- Our named Special Educational Needs Co-ordinator (SENCO) is Cindy Humphries. She regularly attends SENCO meetings and training.
- We work closely with the parents of children with special needs to ensure that;
 - we draw upon their knowledge and expertise in the planning and provision for the child. This helps create and maintain a positive partnership.
 - the child's achievements and progress are shared and discussed with parents on a regular basis; this is also recorded, with evidence, in the child's file
 - parents are aware of the arrangements for the admission and integration of children with special needs.
- We 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.
- If it is felt that a child's needs cannot be met in the pre-school without additional personnel and/or equipment, funding will be sought to ensure provision is appropriate to the child's needs and we will seek advice from our Early Years Inclusion Advisor.
- We provide parents with information on sources of independent advice and support, such as ASK Wiltshire.
- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We may 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 use the key worker system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
- We ensure the privacy of children with special educational needs when intimate care is being given.
- We ensure the effectiveness of our SEN/disability provision through the stages of the Early Years Action and then, if required, the Early Years Action Plus. We collect information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies views, inspections and other comments. This information is collated, evaluated and reviewed regularly.
- We have a Behaviour Policy and an Equal Opportunity Policy that support our Special Educational Needs/Disability Policy.
- We monitor and review our policy annually.