

SPECIAL EDUCATIONAL NEEDS/DISABILITY POLICY

Statement of Intent

We believe that all children have a right and balanced Early Years curriculum. Playgroup welcomes all children, whatever their beliefs and individual needs, in providing an inclusive setting.

Aims

- Our Playgroup aims to have regard to the DFEE Code of Practice for the new Special Educational Needs and Disability Act 2001, and to provide a welcome and appropriate learning opportunity, for all children.
- We include all children in our provision.
- We provide practitioners to help and support parents with SEN/disabilities and meet those needs through a range of 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.

Methods

- The Playgroup has appointed Jill Matthews to be their Special Educational Needs Co-ordinator (SENCO for short).
- The SENCO's responsibilities are:-
 - ensure liaison with parents and other professionals in respect of special educational needs children.
 - assists in identifying any difficulties a child might have.
 - ensure appropriate Personal Educational Plans (PEP), are in place.
 - ensure relevant background information on SEN children are collected, recorded and updated.
 - reviews this SEN policy each year.
- Children with special needs, like all other children, are permitted in Playgroup after consultation between parents, Playgroup leader and the SENCO.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We ensure that our inclusive admissions practice ensures quality of access and opportunity.
- Our system of observation and record keeping, which operates in conjunction with parents, enable us to monitor children's needs and progress on an individual basis.
- 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 arrangement to other settings and schools if appropriate.
- 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 personal educational plans (PEPs) for children with SEN/disabilities.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- Our Key worker system ensures that each adult is especially responsible for, and close to, just seven or eight children, so each child receives plenty of adult time and attention.
- If after consultation between parents and staff result in the need for extra support to help the child to progress, staff should ask the SENCO for advise.
- We work in liaison with staff outside the group, including Therapists, Health Visitors, Speech Therapists, Psychologists, Social Workers, Paediatricians and Portage Workers, to meet children's specific needs.
- Our staff will attend whenever possible in service training on Special Needs arranged by the Pre-School Learning Alliance, Early Years and other professional bodies. Our SENCO will aim to attend at least 6 hours special needs training per year out of the 24 hours training recommended for each early years worker per year.
- Complaints about SEN provision should be made to the SENCO initially. She will report back within a week and also provide a next line of contact if the matter has not been resolved to mutual satisfaction.
- We monitor and review our policy annually.

This policy was adopted at a meeting of the Playgroup held on 3rd April 2006

Reviewed 12th November 2009

Amended 20th September 2010

Signed on behalf of the Playgroup Committee