**Special educational needs/disability policy**

**Statement of intent**

We provide an environment in which all children are supported to reach their full potential.

A child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

A chid has a learning difficulty if they:

1. have a significantly greater difficulty in learning than the majority of children of the same age; or
2. have a difficulty which prevents or hinders the child 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
3. is under five and falls within the definition at (a) or (b) above or would do so if special educational provision was not made for the child.

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

Special educational provision means:

1. for a child of two or over, 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 that special schools, in the area
2. for a child under two, educational provision of any kind.

 (Education Act 1996, Section 312)

**Aims**

* We have regard for the DfES Special Educational Needs Code of Practice.
* We include all children in our provision.
* We provide practitioners to help support parents and children with special educational needs (SEN)/disabilities.
* We identify the specific needs of children 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**

* Our designated a member of staff to be special educational needs co-ordinator (SENCO) is Kelly Seymour
* 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.
* We ensure that our physical environment is as far as possible suitable for children with disabilities.
* We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
* 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 arrangements to other settings and schools.
* 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 individual educational plans (IEPs) for children with SEN/disabilities.
* 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 (human and financial) to implement our SEN/disability policy.
* We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
* We provide in-service training for practitioners and volunteers.
* We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
* 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 agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
* We provide a complaints procedure.
* We monitor and review our policy annually.

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| This policy was adopted at a meeting of Stanton Drew & Pensford pre-school |  |  |
| Held on (date) |  |
| Signed on behalf of the Management Committee/Proprietor |  |
| Role of signatory (e.g. chairperson etc.) |  |