

Aspin Park Early Years Group

Supporting children with special educational needs

Policy statement

We provide an environment in which *all* children, including those with special educational needs (SEN) are supported to reach their full potential.

Aims

- We have regard for the DofES Special Educational Needs Code of Practice (2001).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- 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.
- Children of all abilities are encouraged to play together, help each other and to show respect for the feelings of others.

Procedures

- We designate a member of staff to be special educational needs co-ordinator (SENCO) and give their name to parents/carers.
- We will visit a child with special needs at home to build relationships and gain information if this is considered to be helpful.
- Every child has a named "key person".
- 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. The play area is on one level, is suitable for wheelchair users with ramps and wide doorways. We have an easily accessible toilet with changing facilities.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We have a wide range of equipment and resources to suit all abilities and have access to funding to enable us to acquire specialist toys/aids if required.

- The main playroom is bright with natural light from large windows with a small side room for quiet activities, stories and games.
- 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.
- The progress and development of all children is monitored and recorded using "On Track", a system also used by schools, which helps to identify children needing extra help. This record is passed, with your permission, to your child's school. Every child also has a less formal *Learning Journey* which forms a true representation of their development in drawing, mark making and writing. This book represents their own work, together with their own comments scribed by staff. Where permission has been given to take photographs your child, these are also included. This book is yours to keep when your child moves on to school.
- We provide parents with information on sources of independent advice and support.
- Reception class teachers from local schools are invited to meet the children in our setting before they start school.
- 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 (ILPP's)
- We have systems in place for supporting children during the Early Years Action process (stage 2 on Continuum of Needs).
- We provide resources (human and financial) to implement our SEN/disability policy.
- 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. ILLP 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, (see separate document). Serious complaints can be made direct to Ofsted.
- We monitor and review our policy annually.

Contacts

The Group's SENCo's are Brenda McMillan & Cheryl McGinlay
They have overall responsibility for the guidance of staff and liaison with parents/carers and other agencies.

If you have any concerns or need further information about our provision for children with special needs Brenda and Cheryl can be contacted at Playgroup.

Reviewed and updated:

Date..... Name.....

Date..... Name.....

Date..... Name.....

Date..... Name.....