



Special Educational Needs

Policy Statement

Greenhead Pre-school and Rainbow Nursery offer a fully inclusive provision and promote equality of opportunity for children in our care, including support for children with special educational needs or disabilities. Greenhead Pre-school and Rainbow Nursery believe that a diversity of strengths, abilities and needs is natural and desirable and this gives the community the opportunity to respond in ways that lead to learning and growth for the whole community. All children and adults should be treated fairly, regardless of race, religion or abilities etc. and have an equal right to be listened to and valued.

Procedures

SENCO

The person responsible for Special Educational Needs in Greenhead Pre-school and Rainbow Nursery, is Special Needs Co-ordinator (SENCO) **Lorraine Doswell** (see section 67(2) and 67 (3) of the Children and Families Act 2014). 3.67 The SENCO:

- is the designated member of staff who will act as a link with parents and outside agencies i.e. Portage, Speech and Language Therapy, Educational Psychologist, Travellers' Education Service etc.
- is responsible for the Special Educational Needs policy that it is reviewed and updated as necessary (at least once a year)
- taking into account the needs of all children, will ensure that all necessary equipment is supplied in the provision and measures are taken to include all children
- will ensure that all staff are kept up to date on current legislation and will pass on all information and training that is accessed by her
- will be in charge of collecting any information, observations and advice from outside professionals with regard to all children
- will ensure that a child's key person/support worker keeps her up to date with children's progress
- will be involved with parents in the writing of IEP's, where necessary
- will promote and educate the staff through induction programmes. She will also provide regular training and access to updates of this policy

Although the SENCO has overall responsibility of the above, the day-to-day implementation of the policy lies with all staff.

Implementation

Greenhead Pre-school and Rainbow Nursery acknowledge that it is good practice to have an up to date SEN policy, which is reviewed annually. This policy provides all parents and interested professionals with details on how all children, and especially those with additional needs, are provided for.

Greenhead Pre-school and Rainbow Nursery:

- adhere to the Special Educational Needs (SEN) Code of Practice 2015 (see section 77(1) and (4) of the Children and Families Act 2014) 3.67 and could refer to the Northumberland Inclusion Toolkit, the S and L Toolkit and the Occupational Health Toolkit
- have awareness of the Equality Act 2010, EHA (Early Help Assessment – training received), EHCP (Early Help Care plans) and additional support such as the LA EY Team Inclusion Coordinators, Top Up Funding etc. and through thoughtful planning, ensure that the individual needs of all children are met
- know where to go for assistance to support children who have English as an additional language (EAAL) eg. <http://www.foundationyears.org.uk/2011/10/supporting-children-learning-english-as-an-additional-language>
- include, value and support children who are disabled or have special educational needs, and make reasonable adjustments for them
- promote and value diversity and difference and review, monitor and evaluate the effectiveness of inclusive practices
- encourage children to value and respect others
- challenge any inappropriate attitudes and practices that may occur through appropriate procedures
- provide a warm, welcoming and caring environment, with appropriate learning opportunities for all children through a broad and balanced curriculum
- through planning, ensure that each child is provided with opportunities to learn that are appropriate to them, enabling them to reach their full potential
- will admit all children according to our **Admissions** policy
- ensure that all children's progress is monitored through observation, assessment and planning in line with the EYFS
- will discuss with the parents firstly, and with their permission, may bring in outside agencies for help when necessary, if it is felt that a child is not developing or making progress
- recognise that parent/carers may have concerns with regard to their child's progress and their views and concerns will be listened to and acted upon in strict confidence
- will arrange a meeting with parent/carers and relevant professionals prior to the child starting at the setting if specialist help, resources or equipment are required to aid the inclusion of a child
- welcome other professionals to work with the staff and support all children
- will discuss with parent/carers any cultural/religious needs that their child may have and ensure that these are adhered to

Signed.....Managers Date.....

Signed.....Vice chair Date.....

Review date: **March 2017**