



## Special Educational Needs Policy

We are committed to making our setting inclusive and accessible to all children and making sure that children are able to reach their full potential. All children have the right to the Early Years Foundation Stage and all staff have a duty to meet the needs of all the children attending the setting.

We have regard for the Special Educational Needs (SEN) Code of Practice (DfES 2001) on the early identification and assessment of children with special educational needs. We have adopted the Early Years Action and Early Years Action Plus model as outlined in the SEN Code of Practice.

Definition of children with Special Educational Needs (SEN):

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

A child has a learning difficulty if they have one or more of the following:

- Significant greater difficulty in learning than the majority of children of the same age
- A disability, 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 educational authority
- Are under five and fall within either of the two definitions above or would do if special educational provision was not made for that child, (Education Act 1996).

We aim to foster an environment where all children are:

- Seen as children first
- Fully accepted and involved in all activities
- Encouraged and enabled to be as independent as possible
- Respected when care is needed of a private nature.

In order to meet the needs of all children, including those with SEN, we consider the following issues:

- Equality of access to facilities, activities and opportunities
- Making sure staffing levels are adequate to meet a child's needs
- Training of staff
- Regular liaison with parents and other professionals
- Challenging stereotypes and promoting positive attitudes amongst all children and staff
- Individual programmes, monitoring of progress and record keeping.

We will endeavour to ensure that all children are treated with equal concern and respect and encouraged to take part in the activities that are provided. We will assess the specific needs of every child and take the relevant steps to adapt our facilities and activities to meet the needs of everyone.

If a member of staff has concerns about the development of a child in one or more area, a meeting would be held with the parent to discuss the best way forward to meet the child's individual needs. If appropriate, an Individual Educational Plan (IEP) would be written and reviewed, with the parent and other professional (if involved) every 3 months.

### **The role of the Special Educational Needs Coordinator (SENCo)**

We have a named Special Educational Needs Coordinator (SENCo). These details can be found on our website.

The SENCo is responsible for:



- Monitoring the needs and progress of children with SEN
- Liaising with parents/carers and with other professionals
- Ensuring that the setting is up to date with current legislation and practice
- Ensuring that staff members are aware of the procedure if they have a concern about a child
- Attending appropriate training and sharing this with staff
- Coordinating the provision for children with SEN within the setting.

Associated documents:

- Special Educational Needs Code of Practice (DfES 2001) - [www.education.gov.uk/.../0581-2001-SEN-CodeofPractice.pdf](http://www.education.gov.uk/.../0581-2001-SEN-CodeofPractice.pdf)