

PRECIOUS TIMES CHILDCARE SERVICES POLICIES

Special Educational Needs/Disability

Statement of Intent

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

Aims

- We have regard for the DFES Special Educational Needs Code of Practice.
- We work to 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 working alongside parents and other agencies
- 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.
- We treat each child as a unique individual

Methods

- We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO). The named SENCO at Laceby Acres is Cheryl Osborne and the SENCO for Riverside is Hannah Gregory
- 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 seek permission from parents to liaise with outside agencies in order to gain support and advice for children appropriate to their needs
- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
- We have knowledge of completing Early Help Assessments and applying for external funding to further support children

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- 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 learning plans (ILP's) 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 training for practitioners and volunteers.
- We raise awareness of any speciality 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. ILP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.

**This policy was adopted at a meeting of Managers and Directors
17th February 2013**

Policy Revised Date	Revised By
8th September 2014	Mrs Kerry L Francis Miss Kerry L Whitney Mrs Helen Jackson Miss Vicki Mckay
2nd June 2017	Mrs Kerry L Francis Miss Kerry L Whitney Mrs Helen Jackson Miss Vicki Mckay
5th June 2018	Mrs Kerry L Francis Miss Kerry L Whitney Mrs Helen Jackson