

Cranford Policy statement

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

- We have regard for the 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 identify the specific needs of children with SEN and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review policy, practice and provision and if necessary make adjustments.

Procedures

We designate a member of staff to be the SEN Co-Ordinator (SENCO) and give her name to parents. Our SENCO is Fiona Harcourt

We ensure the provision of SEN is the responsibility of all staff members.

We ensure our inclusive admissions practice ensures equality of access and opportunity.

We use the graduated response system for identifying, assessing and responding to children's SEN

We work closely with the parents of children with SEN to create and maintain a positive partnership.

We ensure parents are informed at all stages of assessment, planning, provision and review of their child's education.

We provide parents with sources of advice and support

We liaise with other professionals, school and agencies involved with SEN and the child.

We provide a broad and balanced curriculum and use a system of planning and observing the child to monitor, evaluate and review individual educational plans (IEP)

The Graduated Response stages

- We will support children during the Early Years Action process (stage 2 on continuum of Needs)
- We will work with agencies through each stage of the Common Assessment Framework (CAF), Early Years Action Plus (stage 3 of continuum of Need), Statutory Assessment and the Statementing process (stage 4 of continuum of Need).

- We ensure the effectiveness of our SEN provision by collecting information from a range of sources eg IEP reviews, staff meetings, parental and external agency views, inspections and complaints. This information will be collated, evaluated and reviewed annually.

Reviewed by F Harcourt

15 Aug 2018

- **Additional Needs Policy**
Standard 10

“The registered person must be aware that some children may have additional needs and is proactive in ensuring that appropriate action, care and equal opportunities are provided”

- **Additional Needs – Policies and Procedures**

- Our pre-school and out of school clubs aim to have regard to the DFEE Code of Practice on additional educational needs and also to the guidelines supplied to private and voluntary providers of pre-school and out of school clubs education. We aim to provide a welcome to all children, and appropriate learning opportunities, for all children.

- Children with additional needs, like all other children, are admitted to the nursery after consultation between parents and leader or keyworker.

- Our aim is to provide for the developmental needs of each child in the group.

- All children in the group irrespective of their additional needs, are encouraged wherever possible an appropriate to participate in all the group's activities.

- Our system of observation and record-keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.

- The needs and progress of children who have additional educational needs are monitored by our group's special educational needs co-ordinator.

- Our key worker system ensures that each adult is especially responsible for, and close to, just five or six children, so each child receives plenty of adult time and attention.

- We work closely with the parents of all the children in the group to ensure that: The group draws upon the knowledge and expertise of parents in planning provision for the child
The child's progress and achievements are shared and discussed with parents on a regular basis.

- Parents know the identity of the group's special needs co-ordinator
- Parents are aware of the arrangements for the admission and integration of children with additional educational needs
- If it is felt that a child's needs cannot be met in the nursery and out of school clubs without additional personnel and/or equipment, funding will be sought to ensure that provision is appropriate to the child's needs. If however that funding or extra resources cannot be found then we will with discussion with the parents find an alternative solution or nursery that can meet the needs of the child and family.
- We work in liaison with relevant professionals and agencies outside the group to meet children's specific needs.
- Our staff attend whenever possible training on additional needs arranged by the Department of education and children pre-school and other professional bodies.
- **Specific Procedures**
- **The name of the SENCO/Manager**
Fiona Harcourt
- **Arrangements for the assessment of individual children**
- Each child has a key worker who keeps records of the child's development. Any cause for concern is discussed with the SENCO/Manager. The child's parents and health visitor will be consulted (permission from parents will be sought first) and the child may be referred to other agencies such as the pre school assessment centre.
- **Record-keeping systems for children with additional educational needs**

- The keyworker keeps records of the child with additional needs and liaises with the SENCO.
- Records are adapted according to the child's ability.
- **The way children with additional educational needs will be offered a broad and balanced curriculum**
- The SENCO liaises with the Early Years Consultant and draws up a programme of next steps for progression in an individual play plan.
- **The way resources within the group's budget will be allocated to additional needs work**
- The SENCO will assess the need for extra equipment and resources and then approach the Management for funds?.
- **Links between the pre-school and out of school clubs and external support services, including the local authority, voluntary organizations and other settings**
- Parental consent will be obtained before the SENCO liaises with the Early Years Consultant, Health Authority, Local Educational Authority or any appropriate support group. However, under government guidance (2006) information may be shared against parent's wishes if not doing so would put the child at risk of harm. Where children receive education and care in more than one setting, staff will ensure continuity and coherence by sharing relevant information with each other in conjunction with parents.
- **Arrangements for reviewing policies and procedures relating to additional needs**

Reviewed by F Harcourt Aug 2018

These are revised annually or mid year if deemed necessary

