



(charity number: 1023883)

Special Education Needs (SEN) Policy

Our pre-school aims to have regard to the DFEE Code of Practice in the identification and assessment of Special Educational Needs, and to provide a welcome, and appropriate learning opportunities for all children.

Barton Le Clay Pre-school Special Educational Needs Coordinator (SENCO) is Sara Goodall.

Summary Statement

We believe that all children have an equal right to education, including those with special educational needs. We believe that working in partnership with parents is a necessity to promote positive development with their child and is first call for any concerns. Prior to starting pre-school some children will already have been identified with SEN. Information will already be in place on how to help the child/parents following initial assessments. Through following guidelines from SEN Code of Practice and help from outside agencies, staff will implement gradual progress and parents will be kept informed at all times.

Parental Permission

Parental permission is required for pre-school staff to share information with others within the pre-school and when gaining the support of outside agencies.

Permission should be granted in the admissions form for pre-school and on the registration form prior to starting.

Objectives

Pre-school staff believe that through monitoring, recording and evaluating children's progress, early intervention will promote the best outcomes for all involved.

We as staff achieve this by:

- Sharing information at the end of session
- Check Key Person profiles for child's progress
- Raise any concerns (at staff meetings)
- Seek support from outside agencies as and when necessary, on how to deal with them.
- Regular review of our SEN policy and procedures



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- Ensuring we are able to help children who have not yet been identified with SEN



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Parental Involvement

The Pre-School will gain information and support for parents in community languages from Early Years Support Services e.g. interpreter, through family links or other means or resources (possibly a staff member).

Individual Education plans are written and reviewed in consultation with parents and the relevant support services.

Parents are invited to sign on the parent helper rota which enables them to be actively involved in the sessions.

Links with health, social services and voluntary organisations:

EYSS - Early Years Support Services
SALT - Speech and Language Therapist
HV - Health Visitor
OT - Occupational Therapist
EP - Educational Psychologists
SW - Social Workers
Inclusion Officer - Anne Eadie

Management Committee Responsibilities

It is the management committee's responsibility to:

- Make provision for children with SEN and to work closely with the SENco.
- Ensure that the practices and procedures are in place to enable early identification of children's special educational needs.
- To work closely with the staff for the day to day implementation of the SEN policy and co-ordinating provision for children with SEN through Early Years Action and Early Years Action Plus.
- Ensure the SENco is able to attend the mandatory training provided jointly by central Bedfordshire council and Bedford borough council.

Additional Information

This is a brief summary of how information is collected and what happens once information has been received.

Permission must be sought from the parent/carer before anyone from other agencies can come into the setting.

Information on a child with concerns can be given on registration by a parent or Early Years Support Team.



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Information can be obtained by the Key Person working with the child.

Concerns can be raised after a session, noted and brought up at the next staff meeting. Staff meetings are held regularly.

SENco keeps a record of progress (working with the key person). Once discussed with parents the SENco (Staff) may contact the relevant people if assistance is required.

If other agencies are contacted, parents are kept informed at all times and are invited to meet the agencies involved when necessary. This could happen on more than one occasion.