

Ilkley Pre-School Playgroup

Special Educational Needs Policy

Policy statement

Our pre-school aims to provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard to the Special Educational Needs (SEN) Code of Practice.
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We aim to provide a welcoming atmosphere, environment and to offer appropriate learning opportunities for all children.

Procedures

We designate a member of staff to be our Special Educational Needs Co-ordinator (SENCO).

Our SENCO is: Sue Williamson

Children with special needs, like all other children, are admitted to the pre-school after consultation between parents, pre-school leader and keyworker.

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

All children in the group, irrespective of their special needs, are encouraged wherever possible and 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 special educational needs are monitored by our group's special educational needs co-ordinator.

A risk assessment will be carried out for any children on the Special Educational Needs register or for individual children for whom it is deemed necessary.

Adaptations to the environment in relation to layout will be made if necessary.

We work closely with the parents of all the children in the group to ensure that

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- 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
- progress is reviewed and monitored to evaluate the effectiveness of our inclusive practice.
- parents know the identity of the group's special educational needs co-ordinator.
- parents are aware of the arrangements for the admission and integration of children with special educational needs.

If it is felt that a child's needs cannot be met in the pre-school without additional personnel and/or equipment, funding will be sought to ensure that provision is appropriate to the child's needs.

We work in liaison with relevant professionals and agencies outside the group to meet children's specific needs.

Our staff attend whenever possible in-service training on special needs arranged by the Pre-school Learning Alliance and other professional bodies.

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 provide a broad, balanced and differentiated curriculum for all children with special educational needs.

We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans for children with special educational needs.

This policy was adopted at a meeting of Ilkley Pre-School Playgroup

Held on: _____

Date to be reviewed: _____

Signed on behalf of the management committee:

Name of signatory: _____

Role of signatory: _____