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Document.	024	Special Educational Needs and Additional Needs Policy			
Revision	02	Approved By	P Whateley	Approval Date	02/01/14

Scope

This policy applies to all provision for early years aged children, and also – where appropriate – to before and after school provision and walking bus provided by Duchy Pre-school and Playgroup for primary school aged children attending The Duchy School in Bowley Meadow.

Statement of intent

We provide an environment in which all children are welcomed and supported in reaching their full potential.

Aims

We have regard for the DfES Special Educational Needs Code of Practice.

We 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.

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.

Methods

We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents: **Mary Richards**

We provide a statement showing how we provide for children with SEN/additional needs.

We ensure that the provision for children with SEN/additional needs is the responsibility of all members of the setting and ensure consistency of approach through discussions at staff meetings.

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/additional needs 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 liaise with other professionals involved with children with SEN/additional needs and their families, including transfer arrangements to other settings and schools.

We use the graduated response system for identifying, assessing and responding to children's special educational needs, seeking advice as soon as we feel it is necessary from our Early Years Consultant.

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We provide a broad and balanced curriculum for all children with SEN/additional needs.

We provide a differentiated curriculum to meet individual needs and abilities.

We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN/additional needs.

We ensure that children with SEN/additional needs 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/additional needs.

We provide resources (human and financial) to implement our SEN & Additional Needs Policy.

We ensure the privacy of children with SEN/additional needs when intimate care is being provided.

We provide in-service training for practitioners and volunteers.

We raise awareness of any specialism the setting has to offer.

We ensure the effectiveness of our SEN/additional need provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.

We provide a complaints procedure.

We monitor and review our policy annually.

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Responsibility for periodic review	Development Sub-committee
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Document History

Rev	Changes	Date	Approval
00	Previous changes incorporated for AGM	17/05/10	AGM
01	Revised and reviewed for AGM	15/11/11	AGM
02	Addition of scope statement.	02/01/14	Business Manager

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