



# First Step Pre School Ltd

*Registered Office*  
 Christ the King School  
 Easton Hill Road Thornbury  
 South Glos. BS35 1AX  
 Tel. 01454 858580



## General Welfare Requirement: Safeguarding and Promoting Children's Welfare

The provider must take necessary steps to safeguard and promote the welfare of children

## Special Educational Needs/Disability Policy

### Policy statement

We believe all children are special individuals but at some time during their life some children may require a little extra help which is considered a need. These needs may be temporary and may need assistance from outside agencies to ensure the best possible outcome for the children in our care. Therefore we provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2001).
- We endeavour to include all children in our provision.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents/carers and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

## Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO are at Crossways Site, Tracy Stringer (a.m.) and Helen Stolliday (p.m.) and at Christ the King Site, Lisa French who will attend all special needs training and work within the code of practice. They will also keep up to date files on all relevant information. They will liaise with the setting's Leaders and Keyworkers to make sure all relevant people are informed of each individual's situation.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents/carers of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents/carers 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 special educational needs and their families, including transfer arrangements to other settings and schools.
- 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 (IEPs) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Statementing process.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We acknowledge any dietary or medication requirements.
- We acknowledge additional languages (see Equality and Diversity Policy).
- We provide a complaints procedure.
- We monitor and review our policy.

This policy was adopted at a meeting of The Committee of First Step name of setting  
Pre-school

Held on \_\_\_\_\_ (date)

Date to be reviewed \_\_\_\_\_ (date)

Signed on behalf of the management  
committee \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory (e.g. chair/owner) \_\_\_\_\_