



First Step Pre School Ltd

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



Special Educational Needs/Disability Policy

What Do We Mean By Special Needs?

The term can be used to cover a huge range in children's needs, from severe disability to an exceptional level of ability. Although we should not label children it is useful to distinguish between different types of special needs and how you might identify them.

It is out of differences – in personality, background and need that all children's unique identities are formed. Some disabilities may be present at birth or appear later as a consequence of disease, accident or circumstances. Some children's disabilities are so slight their lives are hardly affected, whilst others may need special care.

The policy now is to integrate all those who might benefit from mainstream provision and this has resulted in a growth of the number of children with special needs in pre-schools.

Statement of intent

We provide an environment in which all children are supported to reach their full potential.

Aims

- We have regard for the DFES Special Educational Needs Code of Practice.
- We endeavor to include all children in our provision.
- We provide practitioners to help support parents/carers 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/carers 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 at each site, to be Special Educational Needs Co-ordinator (SENCO) and give their names to parents/carers: Tracy Stringer – Crossways site and Caroline Wilson – Christ the King Site.
- We provide a statement showing how we provide for children with SEN/disabilities.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting and the views of all members are listened to.
- 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.



Quality Assurance Scheme

Registered Charity No. 1022996



SureStart

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SEN/Disability Policy

- We work closely with parents/carers of children with SEN/disabilities 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/carers with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEN/disabilities 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.
- We work together to provide a broad and balanced curriculum for all children. We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual play plans (IPPs) for children with SEN/disabilities.
- We ensure that children with SEN/disabilities 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/disabilities.
- We provide resources (human and financial) to implement our SEN/disability policy.
- We ensure that learning and play are planned with all the children in mind.
- We ensure the privacy of children with SEN/disabilities 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, e.g. Makaton trained staff.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IPP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed.
- We support each other in dealing with difficulties.
- We provide a complaints procedure.
- We have an ongoing rolling programme evaluating all our policies and parents/carers are invited to attend these meetings.
- We acknowledge any dietary or medication requirements.
- We acknowledge additional languages (see Equality and Diversity Policy).

This policy was adopted at a meeting of the Committee of First Step Pre-school Limited

Held on (date)

Signed on behalf of First Step Pre-school Limited

Statement on Special Educational Needs/Disability

At First Step Pre-school Limited we hold our own policy on Special Educational Needs as well as an Admissions Policy and we are open and ready to receive any child whatever the need. At both sites we have wheelchair access. At the Christ the King site we have wheelchair access to the adult toilet.

At First Step Pre-school Limited we believe all children are special individuals. Some time during their life they may require a little extra help which is considered a need. Their needs may be temporary such as moving house, family upsets, or a new baby, or short term such as immature speech, which may need help from outside agencies and professionals to ensure the best possible outcome for the children in our care.

We believe that all children and parents/carers should be informed of all the help that is available to them. That all information received is strictly private and confidential. At all times the parents/carers will be involved with their child's progress and all observations and statements concerning their child remain the property of the parents/carers.

We have appointed a Special Needs Co-ordinator Officer (SENCO) at each site (Tracy Stringer; Crossways site and Caroline Wilson; Christ the King site) who attends all special needs training and works within the code of practice. She also keeps up to date files on all relevant information. She liaises with the Pre-school Leader and Keyworker to make sure all relevant people are informed of each individual's situation.

At First Step Pre-school Limited we operate a policy of working positively on what the child can do to build their confidence, self esteem and to encourage them to try new concepts.

This statement was approved at a meeting of the Committee of First Step Pre-school Limited

Held on (date)

Signed on behalf of First Step Pre-school Limited