

## **SPECIAL EDUCATIONAL NEEDS**

At Tiddlywinks we recognise the wide range of special need areas and aim to provide a pre-school group that is a welcoming and safe environment in which all children are valued and included regardless of culture, race religion or disability. We feel that every child should be given the opportunity to learn through exploring, playing and socialising with other children and adults. Our aim is to provide appropriate and enjoyable early learning experiences giving them access to a broad and balanced curriculum.

A child that has special educational needs has a development and/or learning difficulty in an area in which he/she is not reaching the average developmental stage. This could be due to:

- A physical impairment
- A generalised development delay
- Speech or language difficulties
- Sensory difficulties
- Social or communication difficulties
- A recognised syndrome which is associated to learning difficulties
- Delayed social and emotional development
- Health problems that affect the child's access learning

## **THE SENCO AND HER ROLE**

It is a requirement in childcare settings to have a designated special educational needs coordinator, our senco is Nicola Merry-Taylor and her role is:

- To be responsible for the day to day running of the sen policy and to ensure that all staff work together in the running of the policy
- To have a good liaison between parents and outside professionals involved in the care of the child.
- To have an understanding of the code of practice and in identifying and assessing children with sen.
- To set up and maintain a sen record or register and keep it up to date.
- To make sure IEP's are in place which set targets and measure the progress made, make sure these are regularly reviewed and updated.
- To ensure good history of the child is collected and an annual review of the sen policy takes place.
- To attend relevant sen staff training.



## **ADMISSIONS**

Our admissions procedures are as stated in our admissions policy, in addition to this we will meet with parents and children on as many occasions as required to gather information and decide on the care and help needed for that child and gain permission to speak to previous carers. We can arrange for relevant training or equipment to be provided prior to their admission to the pre-school.

## **IDENTIFICATION AND ASSESSMENT OF CHILDREN WITH SEN**

Sen are not necessarily long term, the emphasis on early identification in to identify the need so appropriate strategies and actions are in place to meet their needs. This is done by observing their progress towards the early learning development areas on their profiles. Any difficulties are discussed between staff and key workers to help and expand their findings. The SENCO or Key worker will keep parents informed about their child's progress to create good parent and pre-school working partnership. Sharing progress and concerns the SENCO will then be able to make plans for helping the child in the pre-school as set in the special educational needs code of practice. This plan will be an Individual Education Plan (IEP). This will include a record of strategies and targets used to help the child progress. This will be different to or additional to the normal curriculum. It will be drawn up with input from the senco, key worker and parents. The information will be collected and a review date set with parental involvement. If at the review sufficient progress has not been made, the child may be put onto Early Years Action Plus, which includes the advice of outside agencies, specialist help may be sought to meet the child's needs, new targets will be set with parents input and from the advice of professionals. The senco arrangements for the IEP to be reviewed and progress assessed in consultation with parents, staff, Key workers and outside agencies. If concerns over lack of progress still exist at EYAP stage, it may be necessary to consider discussing and requesting a statutory assessment from LEA. Actions may only take place with parental permission and information and records of the child will be kept confidential as stated in our confidential policy.

## **SEN TRAINING**

To be taken as in line with the SEN Inclusion Team Training. Certificates will be displayed at Tiddlywinks.

## **RESORCES/FACILITIES**

Our premises are equipped for children with physical disabilities e.g. ramps, low level cloakroom set on one level. We can also access support in our area for training and equipment, through various Early Years departments, toy library and our area SENCO. We have a variety of toys and equipment for the children to play with, and early year's knowledge of the child's needs with help for use to access any toys and equipment needed that we don't have prior to them starting pre-school.



## **PARTNERSHIP WITH PARENTS**

We acknowledge that parents have a vital part to play in supporting and contributing their child's education, so we will gladly involve them and their input into the care and education of their child. Information will be confidential and privacy maintained.

## **LINKS MAINTAINED**

Advice and support may be sought from outside agencies with parental permission other than the area SENCO these may be in the health authority, hearing, speech and language therapists, educational area it could be their mentor teacher, OFSTED, behaviour team, inclusion, link officers and autism outreach. Also the transition into school can be eased by visits to the setting, early information passed on and any records given to the school.

## **PROCEDURES FOR RESOLVING COMPLAINTS**

Firstly open dialogue between staff and parents and any evidence or observations must be recorded. Any complaints should be fed through the pre-school manager, Nicola in compliance with Tiddlywinks complaints procedure stated in our information booklet. There may also be a need for the SENCO to be involved in the procedure as they can assist in the complaint and ensure any procedures are explained to parents e.g. moving/handling. If the parents are unhappy help and advice can be sought through the parent partnership, County Hall, Glenfield, for independent advice.

Policy produced 16<sup>th</sup> January 2008. This policy will be reviewed annually or earlier if necessary.

Signed.....

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