

Special Needs - Policies and Procedures

The Nursery and Playclub aims to have regard to the DfEE Code of Practice on special educational needs. We aim to provide a welcome, and appropriate learning opportunities, for all children.

The Special Educational Needs Code Of Practice

The purpose of the code of practice is to give practical guidance to LEA's, the governing bodies of all maintained schools and providers of government funded early education, including health and social services on the discharge of their statutory functions under part IV of the Education Act 1996. All parties are required to have regard to this code.

Definition of Special Educational needs

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

A child has a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) is under five and falls within the definition at (a) or (b) above or would do so if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Special educational provision means:

- a) for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area
- b) for a child under two, educational provision of any kind

(Extract from the Education Act 1996, Section 312)

The Mews and Special Needs

- Children with special needs, like all other children, are admitted to the Mews after consultation between parents, co-ordinators, keyworker, and SENCO (Special Educational Needs Co-Ordinator).
- 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.
- Our keyworker system ensures that each adult is responsible for, and close to, just five or six children, so each child receives plenty of adult time and attention.

- We work closely with the parents of all the children in the group to ensure that -
 - 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.
 - Parents know the identity of the group's special educational needs co-ordinator (printed in the Handbook).
 - 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 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.
- Links between the pre-school and external support services, including the local authority and voluntary organisations.
- Review of policies and procedures relating to special needs will be made where necessary. All policy documents and procedures are presented by either a co-ordinator or a member of the Management Committee to a meeting of that committee. Changes and reviews can be instigated by any member or co-opted member of the committee. Parents can either write in requesting a policy review or ask a parent member of the committee to act on their behalf.

Steps taken when a child is thought to have Special Needs

- Observation and development forms are used for all nursery children. If a child is not following the appropriate stage of learning relevant to their age, the individual needs are assessed further parental involvement is also crucial when establishing that a child has SEN.
- Then the nursery SENCO and/or the child's keyworker will discuss concerns with the child's parents.
- The SENCO informs parents about local parent partnership services.
- All known information about the child is collected and new information is sought from the parents of the child.
- If the need of the child is significant enough, outside agencies are contacted (ie. Educational Psychologist) and observations by these professionals may occur.
- Action is decided upon between all the above named parties to enable the child with SEN to progress to his or her maximum potential.
- An Individual Education Plan is put into place recording any additional or different provision made for the child with SEN. Individual Education Plan's are currently reviewed three times per year until the child leaves the nursery/pre-school or the SEN is resolved.