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| Name of Policy: | **Special Educational Needs Policy** |
| Name of Setting: | **Busy Bees Pre-School** |
| Overall Aim of Statement: |

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| Busy Bees will provide appropriate learning opportunities for all children.  |

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| Specific Objectives/ Statements and Procedures for how you will achieve each one: |

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|  1. Special Educational Needs Co-ordinator (SENCO) * Gail Callard is our SENCO representative.
* The SENCO’s role is to liaise with staff, parents and other professionals in respect of children with Special Educational needs.
* She will also ensure that Individual Education and Health Care Plans (EHC) are in place
* The SENCO will attend any necessary courses/workshops and keep staff up to date with current practices.

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| 2. Specialist Facilities and staffing * Our learning environment provides every opportunity for all children to be included in the setting as a whole. Our high child/adult ratio ensures that each child receives plenty of adult time and attention. If it is felt that a child’s needs cannot be met in the setting without support of a one to one worker then funding will be sought to employ one.
* The building has an accessible toilet and ramp access to the entrance.

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|  3. Admissions * The admissions arrangements are that children with special educational needs, like all children, are admitted after consultation between parents and the pre-school. Any information given will be kept confidential.

4. Resources * No child will be excluded from any activity and resources will be provided for any specific items needed.

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|  5. Identification and Assessment of children with SEN. * We have adopted the SEND code of practice on the Identification and Assessment of Special Educational Needs.
* The appointed SENCO talks to parents seeks professional help and collects information about the child and may write an Individual Education Plan (IEP) if there is an identified need. IEPs are discussed with parents and staff. They are implemented in the group; reviewed by staff and discussed with parents.
* The appointed SENCO will attend meetings with professionals, parents and teachers to prepare for the child’s entry to school.
* The child is supported in a group by an outside agency e.g. Autism Support

6. Early Years Foundation Stage * We plan our Early Years Foundation Stage to include children with SEN. All children follow the same curriculum and Special Needs children may also have their Individual Educational Plan (IEP).

7. Monitoring and Evaluation * We monitor and evaluate our SEN policy at regular staff meetings. Policies are reviewed annually by staff and committee.

8. Complaints * Any complaints about our SEN provision would be dealt with in confidence by the staff in the first instance. If this does not have a satisfactory outcome then parents will be asked to make a complaint in writing to the committee.

9. Partnerships with other professionals and agencies * Every effort will be made to ensure a close working relationship is maintained with all parents and carers. Links with other support services and other agencies will be made if and when necessary.
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| Useful websites | [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk) [www.ofsted.gov.uk](http://www.ofsted.gov.uk) [www.teachernet.gov.uk](http://www.teachernet.gov.uk)  |
| References to other relevant policies: | Admissions, Equal OpportunitiesLinks to our Local Offer and the SEND Code of Practice Jan 2015Complaints |
| Policy Monitoring and Evaluation Information: | Staff and Chairperson |
| Signature | R Lily |
| Review Date and next review due date: Reviewed April 15, next review April 16 |