**St George Preschool CIO**

**Special Education Needs Policy**

**Introduction**

* St George Preschool provides a broad and balanced curriculum for all children. The Early Years Foundation stage is our starting point for planning that meets the specific needs of individuals and groups of children. We set suitable learning challenges and respond to children’s diverse needs. A few children have learning and assessment requirements that could create barriers of learning.
* These requirements are likely to arise because of a child having special educational needs. We take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities
* Children may have special educational needs either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

**Aims and Objectives**

The aims of this policy are

* To create an environment that meets the special educational needs of each child.
* To ensure that the special educational needs of the children are identified, assessed and provided for.
* To make clear the expectations of all partners in the process.
* To identify the roles and responsibilities of staff in providing for children’s special educational needs.
* To enable all children to have full access to all elements of the school curriculum.

**Education Inclusion**

Through appropriate curricular provision, we respect the fact that children

* Have different educational and behavioural needs and aspirations.
* Require different strategies for learning.
* Acquire, assimilate and communicate information at different rates.
* Need a range of different teaching approaches and experiences.

**Staff respond to children’s needs by**

* Providing support for those who need help with communication, literacy and numeracy.
* Planning to develop their understanding using all available senses and experiences.
* Planning for their full participation in learning, and in physical and practical activities.
* Helping them to manage their behaviour and to take part in learning effectively and safely.
* Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

**Special Educational Needs Co-ordinator (SENCO)**

In our preschool, the special educational need co-ordinator

* Manages the day to day operation of the policy.
* Co-ordinates the provision for and manages the responses to children’s special needs.
* Supports and advises colleagues.
* Maintains the preschools SEN records.
* Contributes to and manages the records of all children with special educational needs.
* Acts as a link with parents.
* Maintains resources and a range of teaching materials to enable appropriate provision to be made.
* Acts as a link with external agencies and other support agencies.
* Monitors and evaluates the special needs provision and reports to the preschool manager.

**Allocation of resources**

* The SENCO, with involvement from the preschool manger, is responsible for the operational management of the specified and agreed resourcing for special needs provision with the preschool.
* The preschool manager informs the committee of how the funding allocated to support special educational needs has been employed.

**Assessment**

* Early identification is vital. The preschool informs the parents at the earliest opportunity to alert them and enlist their active help and participation.
* The preschool manager and SENCO assess and monitor the children’s progress in line with existing preschool practises.
* The SENCO works closely with parents and colleagues to plan an appropriate programme of intervention and support.
* The assessment of children reflects as far as possible their participation in the whole curriculum of preschool. The staff and SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The preschool uses a six-stage model to respond to children’s special educational needs

* Staff or keyworker identifies and informs the SENCO
* SENCO contacts the parents to discuss the child.
* SENCO takes the lead in gathering information and co-ordinating the provision in preschool.
* Staff and SENCO are supported by outside agency involvement.
* The LEA considers the need for statutory assessment and may order multi-disciplinary assessment.
* The LEA may issue a formal statement of special educational needs.

**Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to

* Understand the relevance and purpose of learning activities.
* Experience levels of understanding and rates of progress that bring feelings of success and achievement.
* Benefit from staff using a range of strategies to meet children’s special educational needs.
* Sessions have clear learning objectives, we differentiate work appropriately, and we use assessment to inform the next stage of learning.
* Individual Educational Plans which employ a small steps approach, feature significantly in the provision that we make in the preschool.
* Be supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.

**Partnership with parents**

The preschools special educational needs policy is available for parents to view at any time.

* At all stages of the special needs process, the preschool keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make active contribution to their child’s education.
* We meet regularly during each term to share the progress of special needs children with their parents.
* We inform parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

**Monitoring and Evaluation**

* The SENCO monitors the movement of children within the SEN system.
* Acting upon advice and guidance from outside professionals, the SENCO is responsible for drawing up Individual Educational Plans (IEP’s) for children.
* The SENCO and preschool manager hold regular meetings to review the work of the preschool in this area.

SENCO – Mrs Claire Searle

Preschool Manager – Mrs Sharon Carstairs

Date Agreed: September 2017 Review Date: September 2018

Signed by: Sharon Carstairs Signature:

Role of signatory: Preschool Manger

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