



PRE-PREPARATORY DEPARTMENT

Policy for Children with Special Educational Needs in the Foundation Stage

Early Years SENCO – Mrs N Dexter

School Mission Statement:

***“Learning and growing in
the light of the gospel.”***

WITHIN THE POLICY:

- Aims and Objectives
- Operating Policy

Aims and Objectives

These will link with the developmental matters in the practice guidance for the Early Years Foundation Stage.

To identify and plan for each child's individual learning requirements and to provide additional support for children with special educational needs in order to allow them to make the best possible progress.

To promote an atmosphere of encouragement, acceptance and respect for achievements in which all children can thrive.

To be sensitive to the individual needs of the children in our care and give support and encouragement so that every child feels special.

To identify any particular learning difficulties that a child may encounter in any of the seven learning areas and to develop an effective strategy to meet those needs.

To allow children with special educational needs to fully participate in all activities in the classroom and to provide additional support, adapt activities and use specialist equipment where possible and if the appropriate funding is available.

To work together with staff from other agencies and to provide the best possible learning opportunities for each individual child.

To inform parents of the needs and progress of their child and to work in partnership with them.

Operating Policy

When a child enters the Cygnet or Swans class the class teacher will take into account the children's experience, aptitude, interests, pupils' learning styles and the learning environment. Differentiation will be planned within the Development Matters from the EYFS.

A child is identified as having Special Educational Needs if:

1. The child continues to experience greater difficulties with appropriately differentiated activities than the majority of their peers.
2. Parents have expressed concerns.
3. The class teacher, through observation, Baseline Assessment or play-based assessment, indicates greater difficulties than the majority of peers.
4. Observation of progress, attitude to work and behaviour have been made over time.
5. Information from other nurseries, play groups, have been considered.

At this point, the class teacher consults with the Early Years SENCO and the School SENCO is informed and a 'Causes for Concern' form is filled in (this is done in full), in consultation with the Parents, and an IEP may be written. This will record needs, action taken and targets.

The Early Years SENCO may contact the Area Early Years SENCO for advice and invite her in to discuss, and possibly observe, the child as well.

Parents are continually informed of action taken and the targets set. Regular reviews with the parents and reports of the child's progress will be made. If, after several reviews the child is making only minimal progress, the parent or School may seek help from external agencies.

When a child with Special Educational Needs moves from our setting to another school, staff will ensure that copies of all reports, IEP's, and relevant paperwork are forwarded to the new school so they are fully aware of the child's needs and of the support that has been provided to date.

(Reviewed PSF, ND & ST August 2016)