

EARLY YEARS SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

Ethos

Our aim is to provide a caring, happy, fun and safe learning environment for all children. We will promote all aspects of high quality child development so each individual child has an opportunity to develop and be the best they can be and feel equally valued.

We aim to identify any difficulties a child might have and to work with the child and their parents/carers to address those difficulties. Sometimes a child may need extra support in some way – we encourage parents who think their child might have particular needs to talk to us about this.

We aim to work closely alongside parents/carers in a supportive, enabling way and utilize additional support from our professional partners and outside agencies to ensure all children's needs are met. By working together we can achieve excellence, equality and enjoyment in the most efficient and effective way possible for the benefit of all our children.

Definition of SEN

Children have special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

1. Have a significantly greater difficulty in learning than the majority of children of the same age; or
2. Have a disability which prevents or hinders them 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;
3. Are under compulsory school age and fall within the definition at (1) or (2) above or would do so if special educational provision was not made for them.

Children must not be considered as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs Coordinator (SENCO) is:and he/she

- Helps us to identify any difficulties a child may have
- Ensures that any that relevant background information about individual children with SEN is collected, recorded and updated.
- Helps us to develop our strategies and plans of actions
- Keep parents/carers in touch with their child's progress
- Liaises with parents, professionals and key persons in planning activities and setting targets.
- Ensures that appropriate Individual Development Plans (IDP) are in place

- Keeps us up to date on SEN matters

My training and personal experience

The SENCO has additional training to enable him/her to carry out their responsibilities.

Include personal details of courses attended, accreditations and experiences

Procedures for identification, assessment and review

Where there are children with special needs in their group, we seek to provide the staff with appropriate training and support including contacting outside agencies for help and advice. They will also liaise with other professionals to ensure the most appropriate and effective interventions and strategies are being implemented and reviewed. SENCO's attend a termly network meeting to ensure their CPD is up to date and relevant so they are able to effectively carry out their role.

We identify SEN through Early Years Action:

We check each child's progress and monitor any child who seems to be having difficulties in any area of learning, including problems with behaviour.

Where a child appears to be working below what is typical for their age in the Prime Areas (Communication & Language; Physical Development; Personal, Social & Emotional Development) and practitioners are concerned about their progress, we will discuss with parents and work in partnership to ensure best Early Years practice and support are put in place.

If a child needs something additional to or different from our usual early years curriculum, we will prepare an Individual Development Plan (IDP) and discuss with parents/carers how they can support their child's progress at home.

Individual Development Plan (IDP)

Strategies employed to enable the child to progress will be recorded within an IDP. This will include information about:

- The child's strengths and what helps them in their learning
- The short-term targets for the child
- The teaching strategies and the provision to be put in place (what or who will help)
- Who will monitor the Plan and when it is to be reviewed
- The outcome of the action taken

The IDP will record only that which is additional to, or different from the differentiated curriculum in place as part of normal provision. The IDP will focus on a maximum of three key targets and will be developed with the child and parents/carers. The IDP will be continually kept 'under review', but are formally reviewed two or three times a year. The child, parents/carers and the key person will be a key part of the review process.

We ask for further support through Early Years Action Plus:

If a child is still having difficulties, we can access further support and advice from the States Early Years Team, the Educational Psychologist for Early Years, the Speech and Language Therapy

Example of Early Years SEN policy 2016.09.28 SEYT

Service, the Health Visitor, the Child Development Centre Liaison Nurse, etc....The SENCO will liaise with professionals and parents/carers to review the IDP, organise meetings and continue to monitor progress.

Resources we provide for children with SEN

We will ensure all resources are made available for all children and adapt our environment where possible to meet the needs of all our children. We will seek support and advice where appropriate to ensure those children who have been identified as having a SEN receive any resources that could ensure they are full included.

Partnerships with parents

Partnership with parents plays a key role in enabling children and young people with SEN to be the best they can be. This setting recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Links with other Early Years settings

We work very closely with local primary schools, playgroups, nurseries and childminders to ensure we have good communication and a shared understanding of meeting the needs of all our children. We will work and communicate with those settings that children also attend to ensure a consistent joined up approach to our support and guidance.

Our beliefs and attitudes re: Equal Opportunities

We believe that all children should be treated equally regardless of any additional needs they may have. All that we do and provide will be adapted for the needs of every individual child in our settings.

We will promote equal opportunities for all children, parents/carers and staff, as they will be seen as individuals progressing at their own levels and pace.

The setting aims to ensure that all children, parents/carers, staff and additional support staff have respect and regard for age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnerships, pregnancy and maternity.

Complaints about our SEN provision or Policy

Complaints regarding SEN provision within the setting should be made to the management and/or the SENCO. If a complaint is made then it will be treated with confidentiality by all staff. If the complaint is made to a staff member then they will report it to their supervisor and management who will deal with the complaint. All complaints and action taken will be recorded in the complaints book. We will arrange a meeting with the person making the complaint and discuss their concerns and try and resolve the issues. We aim to work together to find a suitable solution for all concerned that is in the best interest for the child.

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The setting follows relevant legislation: the SEN Code of Practice (Guernsey) 2004; the Early Years Foundation Stage (EYFS); The Early Years Quality Standards Framework (EYQSF) and; The Children (Guernsey and Alderney) Law 2008, to ensure we are meeting all the children, parents/carers and staff's needs.

This SEN Policy will be monitored and evaluated yearly by all staff within our setting.

Date of Policy: Date of review:

SAMPLE