

Special Educational Needs Policy

Our aims are to have regard to the DFEE Code of Practice on the Identification and Assessment of Special Educational Needs. We welcome, and provide appropriate learning opportunities for all children.

- All children can attend Step by Step regardless of any additional need they have providing we can cater for all their needs.
- For all staff to promote a positive image of the children who are identified with Special Educational Needs.
- For the Special Educational Needs Co-ordinator (SENCO) to liaise effectively with outside agencies to reflect the nursery's collaborative approach to addressing Special Educational Needs.
- For staff to attend wherever possible , training on specific needs children have.
- To identify early signs of special educational needs.
- To work in partnership with parents and other professionals helping the child.
- To ensure that all children have access to education, and that their special needs are met.

IDENTIFICATION AND ASSESSMENT ARRANGEMENTS, AND REVIEW PROCEDURES.

Stage 1: The child's Key person identifies a child's learning need and consults with the parents, collects and records information. Curriculum work is planned to match the child's level of ability, and their progress is monitored and reviewed regularly. The key person informs the SENCO who identifies the child as having SEN.

Stage 2: Recognise need for further support, and make a specific plan to meet child's needs. SENCO to ensure that a setting based support plan (SBSP) is prepared, and discuss learning targets and strategies for implementing the programme, as appropriate; ensure parental involvement in the plan.

Stage 3: The SENCO may seek a wider picture to plan and provide for a child's need. The key person or parent may still be very concerned about some aspects of a child's learning, despite the implementation of an SBSP at stage 2, and may wish for specialist advice to assess the child's need. The SENCO would always consult with the parent before proceeding with a referral to the Education Psychologist, Speech Therapist etc., and their permission is sought. Professionals are invited to contribute to the information of the SBSP as appropriate.

Stage 4: If it is agreed that a full statutory assessment of the child's special educational needs should be initiated, and the LEA become involved. We may be visited by the Educational Psychologist, and should be invited to submit a report outlining our view of the child's strengths and needs by contributing to an Educational health care plan with an account of what we have done to support the child at stages 1 – 3. Continue to work with parents to adapt a plan to take account of any advice given. Monitor, and review.