

Special Educational Needs

Principles

- This pre-school understands its responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.
- We aim to meet the needs of each child as an individual regardless of difference and diversity.
- All children are entitled to enjoy a full life in conditions which will help them take part in society and develop as an individual, with their own cultural and spiritual beliefs.
- We believe that all children should feel valued and confident and should be cared for in a warm and loving environment. We will work with parents at all stages of the child's education and care to ensure our principles are put into practice.

Our Special Educational Needs co-ordinator is Emma Moxom

In line with guidance from the E.Y.F.S. and in line with the S.E.N. Code of Practice we will endeavour to:

- Be alert to the early signs of needs that could lead to later difficulties and respond quickly and appropriately, involving other agencies as necessary.
- Stretch and challenge all children.
- Encourage children to recognize their own unique qualities and the characteristics they share with other children.
- Challenge any inappropriate/negative attitudes displayed by staff, parents/carers or children.
- Engage children in anti-bias activities e.g. stories or persona dolls, which promote positive attitudes to all people regardless of their level of ability, appearance, mobility etc.
- Maintain records suitable for sharing with colleagues in an inter-agency team while acting as a point of contact for a child and their family.

Tiptoe Butterflies Pre-School

Where staff feel that a child is not progressing in line with his/her peers they will speak to parents in the first instance to seek their opinion and to discuss how the child can best be helped. We aim to make any reasonable adjustments to our setting required by individual children or parents. No outside agencies will be contacted without parental permission.

Where children are identified as needing extra support within the setting this is called **Early Years Action** and involves the SENco, the parents/carers and the child's key person working together to write a plan to identify how the child will be given extra support.

When outside agencies are involved also, this is called **Early Years Action Plus**.

For the very small number of children whose needs cannot be met in this way and whose needs are more severe and complex, the nursery staff will, with parent's/carer's permission request a formal assessment from the Local Education Authority.

When children transfer to their next setting we will work closely with that setting and the child's parents to ensure a smooth transition for the child.

If one or both parents have significant needs, we will support them to the best of our ability whilst keeping a focus on the child's needs.

Signed on behalf of the Pre-school

..... Chair