



Title	Supporting Children with Special Educational Needs
Code	LGPGCWEOSSEN
Author	Fran Slater
Version	2
To be renewed on	JUNE 2010
Setting Details	Linton Granta Playgroup and Toddlers Linton Village College, Cambridge Road, Linton, Cambridge, CB21 4JB Tel. 07806 744 864 Email: info@lintongrantaplaygroup.org.uk

Equality of opportunity

Policy statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential. The Education Act 1996 says that "a child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her". It also says that a "disability, which prevents or hinders them from making use of education facilities", amounts to a learning difficulty if it calls for special educational provision to be made. Special educational provision is provision that is additional to or otherwise different from that normally available in the area to children of the same age.

- We have regard for the Special Educational Needs Code of Practice (2001).
- We ensure our provision is inclusive to all children with special educational needs. We operate within the remit of the Disability Discrimination Act. Our setting has ramped access and an accessible toilet.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies. These include Individual Child Plans (ICP's) and Individual Education Plans (IEP's).
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate two members of staff to be the Special Educational Needs Co-ordinators (SENCOs) and give his/her name to parents. The Leader ensures that all staff are advised of a child's needs if known, before they enter the setting and arranges additional training or support for practitioners as required, liaising with SENCO's and family as appropriate.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity. If it is felt that a child's needs cannot be met in playgroup without the additional support of a practitioner, specialist training or equipment, funding will be sought to meet these needs.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We ensure that our physical environment is as far as possible suitable for all children.

- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual plans (ICP's and IEP's) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Statementing process.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism or facility the setting has to offer
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually

This policy was adopted at a meeting of Linton Granta Playgroup		
Held on	2 nd July 2009	
Date to be reviewed	June 2010	
Signed on behalf of the Management committee	First signatory	Second Signatory
Name of signatory	Ann King	Vanessa Webb
Role of signatory	Chair	Secretary