

SEN Policy

It is our view that all children have special educational needs unique to them and to their stage of development. We recognise in some cases these needs require additional support to enable the children to move to the next stage of development. Additional support may be to help children reach the expected norms for their age or because they have progressed beyond expected norms.

We believe that all children should be valued and respected as individuals and nurtured and challenged to obtain their own potential. The dignity of the child and staff will be maintained at all times.

We follow the Code Of Practice for Special Educational Needs, which recommends gradual changes to the environment and activities for the benefit of the children. The progress of all children is regularly observed, monitored and recorded in accordance with our policies. This progress is shared with parents both informally and formally. Where concerns are raised and more support is required parents will be consulted about the development of an Individual Education Plan or equivalent.

The next step will be to bring in specialist help where necessary, such as speech therapists, specialist teachers or medical professionals.

IEP's will be reviewed by staff with parents and other professionals where appropriate every term.

All records will be confidential and shown only to those directly involved in the welfare of the child concerned. Whenever possible the views and opinions of the child will be sought.

Flow chart of action

Initial action-concerns raised and discussed amongst staff and parents of the child. A timescale of monitoring agreed. If concerns continue move on to Early Years Action.

Early Years Action- An Individual Education Plan will be written detailing strengths of the child, concerns, strategies to help and a review date. Permission from parents will always be obtained before additional support is requested. Targets may be updated if concerns persist. If sufficient progress is made the process will be brought to a close. If concerns continue to grow additional support will be sought from specialists or the area SENCo.

Early Years action Plus - A new IEP will be written with the guidance of specialist help in consultation with staff and parents.

Statutory Assessments and Statementing - If a child continues to experience difficulties and insufficient progress is made despite the extra support given the LEA will be asked to assess the child. It is understood that significant and detailed records of assessments, achievements, and interventions will be required and that very few children ever reach this stage.

Full copies of the Code of Practice for Special Educational Needs are kept with staff resources at all times. Artisans will endeavour to provide specific and specialist training to its staff in relation to any particular needs of individual children on our roll.

Gifted children

These procedures are equally valid for gifted children and we always seek to allow such children to make the most of their potential by organising structures and external agencies as appropriate to provide the best possible environment for their gifts to flourish.

Designated staff member

Donna Brice

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