

Special Needs

At Cygnets we are aware that some children have special educational needs and/or physical disabilities, that require particular support and assistance. We are committed to taking appropriate action to make sure that all children are able to access our services, made to feel welcome, and that our activities promote their welfare and development.

The pre-school is committed to the integration of all children in its care. The Pre-school also believes that children with special educational needs and/or physical disabilities have a right to play, learn and be able to develop to their full potential alongside other children. Whenever possible, children with special educational needs and/or physical disabilities will have access to the same facilities, activities and play opportunities as their peers. Everybody stands to gain if all children are allowed to share the same opportunities and are helped to overcome any disadvantages that they may face.

The policies, procedures and practices of the pre-school in relation to children with special educational needs and/or physical disabilities are consistent with current legislation and guidance. We have regard to the children and families act 2014 and the equality act 2010 as well as disability act 2016.

The pre-school believes that by identifying individual needs and taking proactive steps alongside parents/carers and other statutory professionals or agencies, all children should be able to play a full, active and equal part in pre-school activities. We follow the code of practice and use the graduated approach and are committed to promoting diversity and difference, challenging inappropriate attitudes and practices. We endeavour to encourage children to value and respect each other.

Special Educational Needs and Disability Coordinator

The pre-school will appoint a member of staff as the Special Educational Needs and Disability Coordinator, Carrie Gelder, to manage provision for children with special educational needs and/or physical disabilities. This individual will be fully trained and experienced in the care and assessment of such children.

All members of staff will be expected to assist the SENCO in supporting children and families with special educational needs and/or physical disabilities. The coordinator's responsibilities will include:

- Working alongside the key person to ensure that all staff are aware of all legislation, regulations and other guidance on working with children with special educational needs and/or physical disabilities.
- Working with the staff to ensure that all staff who work with children with special educational needs and/or physical disabilities and have appropriate skills and training.
- Coordinating regular Assess, Plan, Do, Review of children's progress; involving parents/carers, other members of staff, other relevant professionals taking into account the child's needs, views and voice. SENCO will also be responsible for ensuring that any actions following such reviews are followed through.

- Assessing each child's specific needs and making reasonable adjustments to practices and activities as appropriate to ensure inclusion of all children in preschool.
- Ensuring that systems are in place to adequately plan, implement, monitor, review and evaluate the Special Needs policy.
- Ensuring that children with special educational needs and/or physical disability are fully considered when activities are being planned and prepared.
- Liaising with parents/carers about the needs of their children and the plans and actions of the preschool, as well as being the point of contact for parents/carers.
- Liaising with other agencies and seeking advice, support and training for themselves and other staff as is necessary.
- Supporting other members of staff to become more skilled and experienced in the care of children with special educational needs and/or physical disabilities.
- Ensuring that all children are treated with equal concern and respect and are encouraged to take part in all activities.
- Ensuring that accurate observations and assessments of children's progress are regularly made and properly recorded.

Signed:  Chairperson