

Thanet Early Years Project and PALS

Special Educational Needs/Inclusion Policy

Everyone at Thanet Early Years Project believes that all children have a right to a broad and balanced early years curriculum. We welcome all children regardless of their individual needs and we aim to welcome them into an all inclusive setting.

In order to achieve this we work closely with the children, their parents/carers and other agencies if this is necessary.

We aim to identify any learning difficulties and/or disabilities (LDD) that a child may have and with the child and their families to address these difficulties.

At each setting, there is a nominated SENCO (Special Educational Needs Co-ordinator), details are available at each individual setting.

The role of the SENCO is as follows:

- Works with the key workers to identify any LDD difficulties a child might have.
- Helps them prepare Individual Education Plans (IEPs) with strategies and targets for individual children.
- Works in partnership with parents and staff helping with and monitoring the effectiveness of the strategies used.
- Organises regular reviews with all those involved with the child.
- With the manager arranges for the acquisition of any special equipment or resources needed to meet a child's individual's needs.
- Keeps in touch with outside agencies

We identify SEN through Early Years Action

- We check every child's progress through regular observation and assessments and monitor every child who appears to be having difficulties in any area of development including problems with behaviour.
- If a child needs something additional to or different from our usual early years curriculum we discuss this with parents / carers and if possible the child and with the child's key worker we prepare an Individual Education Plan which shows clear targets for the child.

Action Plus

- If we cannot meet a child's additional need within the nursery the SENCO may make a referral in agreement with the parent / carer to an outside professional such as a speech and language therapist or an educational psychologist.
- The SENCO will liaise with the outside professional and may, with everyone involved with the child, prepare a new IEP.
- The SENCO will organise review meetings to monitor progress.

The SENCO will work with parents / carers and other professionals by providing observations and assessments if it is decided to apply to the local authority for a statutory assessment.

We plan approaches for children with SEN by:

- Differentiating our activities so that all the children can achieve them and all the children can experience success and gain confidence
- Adapting our materials and teaching styles to help children with SEN to make progress.

Moving on.

The SENCO will support children with SEN in the transition to school or another setting by providing progress reports, IEPs and records of reviews and possibly by personal visits.