



Bear Flat Pre School

Registered charity no: 1066705

Ofsted registration no: 133007

Special Educational Needs (SEN) Policy

The framework for Bear Flat Pre-school's Special Educational Needs Policy is provided by:

- Key DfEE regulations and circulars on the organisation of special educational needs;
- The 1994 Special Educational Needs Code of Practice (revised January 2002) especially chapter 4; "Identification, Assessment and Provision in Early Education Settings";
- The Special Educational Needs and Disability Act 2001;
- The School Standards and Framework Act 1998;
- The Human Rights Act 1998;
- The Green Paper "Excellence for All" 1997 and the DfEE Programme of Action 1998;
- The Education Act 1996;
- The Disability Discrimination Act 1995;
- The United Nations Convention on the Rights of the Child (UNESCO / Salamanca Statement and Framework for Action, 1994);
- The Children Act 1989 and 2004.

Our designated Special Educational Needs Co-ordinator (SENCO) is; Maria Hoskins

Our Aim

Our aim is to welcome and provide appropriate learning opportunities for all children. We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting. We ensure that:

- Children with special needs, like all other children, are admitted to the Pre-school after consultation between parents, the Pre-school leader and the nominated key-worker.
- All children in the group, irrespective of their special needs, are encouraged, wherever possible and appropriate, to participate in all the group's activities.
- Our system of observation and record keeping is operated in partnership with the parents/carers and enables individual monitoring of each child's needs and progress.
- The needs and progress of each child with Special Educational Needs are monitored by the group's SENCO.
- Our key-worker system ensures that each adult is specifically responsible for a small group of children in order that each child receives plenty of adult time and support.
- We work closely with those who have parental responsibility for the children in the group, ensuring that:
 - The group draws upon the knowledge and expertise of parents / carers in planning provision for the child.

- The child's progress and achievements are shared and discussed with the parents / carers on a regular basis.
- Parents know the identity of the child's key worker and the group's SENCO.
- Parents are aware of, and understand arrangements for, the admission and inclusion of a child with Special Educational Needs.

If it is felt that the individual needs of a child cannot be met in the Pre-school without additional staffing and/or equipment, funding will be sought to ensure appropriate provision for the child.

We work in liaison with relevant professionals and agencies outside the group, to meet children's specific needs.

The Pre-school staff attend in-service training for Special Needs provision, provided by Bath & North East Somerset Children's Services and other professional bodies.

Legal definitions used in the SEN Policy

Special Educational Needs

A child has special educational needs if he or she has a learning difficulty, which calls for special provision to be made for him or her.

According to the SEN Code of Practice, a child has a learning difficulty if he or she:

- a. has a significantly greater difficulty in learning than the majority of children of the same age;
- b. has a disability which either prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- c. is under compulsory school age and falls within the definition at a) or b) above or would do so if special educational provision was not made for them.

(Included within this definition are those pupils who display emotional, behavioral and social difficulties.)

Children must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

Special Educational provision means:

- for a child of age two years or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools in the area;
- for a child of age under two years, educational provision of any kind.

See: Section 312, Education Act 1996.

Definitions in the Children Act 1989 and the Disability Discrimination Act 1995 state:

A child is disabled if he or she is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

See: Section 17 (11), Children Act 1989.

A person has a disability for the purposes of this Act if he has a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

See: Section 1 (1), Disability Discrimination Act 1995

Parental Responsibility

The Children Act 1989 introduced the concept of parental responsibility.

Parental responsibility is defined as, "All the rights, duties, powers, responsibilities and authority which a parent has in relation to the child and the child's property."

- Birth mothers (and fathers married to the birth mother) automatically have parental responsibility.
- The natural father who is not married to the birth mother can acquire parental responsibility by means of a formal agreement with the mother or on application to Court for an order granting parental responsibility or on the grant of a Residence Order. Parental responsibility in these circumstances can be terminated by Court Order.
- Parental responsibility may be acquired by other adults in the child's life through a Court Order but will cease when the Order ends or is terminated.
- Parents with parental responsibility can appoint a Guardian to have parental responsibility upon death of the parent.
- The Local Authority will acquire parental responsibility upon the granting of a Care Order. Limited responsibility is given with an Emergency Protection Order.
- Under Adoption Orders, parental responsibility lies solely with the adopters.

Implementation Procedure for SEN Policy

Our Special Educational Needs Coordinator (SENCO)

Since September 2001, it has been a requirement that each setting in the private and voluntary sector registered for the Nursery Education Grant, appoints a member of staff as their named Special Educational Needs Coordinator (SENCO).

This setting-based SENCO;

- Works with other staff to develop and implement the Special Educational Needs (SEN) Policy.
- Coordinates the SEN provision within our setting.
- Works in partnership with and supports those with parental responsibility for each child.
- Supports staff development.
- Liaises with other professional bodies and agencies.
- Keeps appropriate records.

- Assists staff in making observations and assessments.
- Assists staff in planning provision for children with Special Educational Needs.

Policy Adopted on Behalf of the Pre-school Committee by:
(Chairperson)

Date: