
ADDITIONAL NEEDS POLICY

Policy Statement

“...a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age...”

The Education Act (1996)

- **At St Paul’s Pre-School we recognise the requirements of the Special Educational Needs and Disability Code of Practice: 0-25 years (Dept. for Education and Dept. of Health 2014) and use it to inform our policy and practice.**
- **We respect each child as an individual with particular needs and talents.**
- **We understand the importance of early intervention.**
- **We welcome each child as part of their family and local community and will provide them with inclusive early education.**
- **We plan for the individual child to ensure that all children have the appropriate opportunities to learn through play and have any barriers to their learning removed.**

The Government’s expectations on inclusion are set out in:

Special Educational Needs and Disability Act (2001)
Special Educational Needs and Disability Code of Practice: 0-25 (2014)
Every Child Matters – Change for Children (2004)
Disability Discrimination Act (1995)
Education Act (1996)
Race Relations Act (2000)
Equality Act (2010)
Working Together to Safeguard Children (2013)
Early Years Foundation Stage (2014)

SEN Co-ordinator: Tracey Flanagan (Supervisor)

The Pre-School will ensure that:

- We are fully committed to the principles of equal opportunity and provide an inclusive environment which fosters good relations between disabled and non-disabled persons.
- Provision for children with additional needs is a concern for all our staff; it focuses on the child and their strengths.
- We will regularly review and evaluate the quality and the breadth of the support we offer and can access for children with SEN or disabilities.
- We will appoint a SENCO who will work closely with colleagues and co-ordinate provision to ensure positive outcomes for children.
- The SENCO will use the West Sussex Local Offer to ensure that we use available services and ensure that relevant external referrals are made. She will liaise with other professionals, and write reports for further assessment.
- The SENCO will attend SENCO network meetings to keep up to date with developments and identify staff training needs.
- We will have Key Persons who will build secure and caring relationships with individual key children and their parents.
- We will provide our Local Offer information on our website and, where possible, encourage parents to consult this. We will review our offer regularly.
- Staff will liaise closely with and learn from parents about the specific needs of their child. We will, ideally, start this conversation before the child takes a place at our setting.

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- We will use the non-statutory Early Years Outcomes (DfE 2013) guidance as a tool to assess the extent to which all children are developing at expected levels for their age.
- Staff will use a person centred approach to planning and work with parents in order to devise achievable, specific and measurable outcomes for their child.
- All records are shared with parents privately and remain confidential. At the end of the year, with parents' permission, they will be passed on solely to the next provider.