

SPECIAL EDUCATIONAL NEEDS POLICY

The Management Committee of Calthwaite Nursery publishes the following Special Educational Needs Policy in accordance with the Disability and Discrimination Act 1995/2005

Calthwaite Nursery has regard to the Code of Practice 2001 on the Identification and Assessment of Special Educational Needs. We follow the graduated response through Early Years Action, Early Years Action Plus and if necessary the Statement Procedure.

Implementation of this policy is the responsibility of all staff.

PHILOSOPHY

Calthwaite Nursery believes that all children should have access to our facilities regardless of ability or particular need. We will attempt in all instances to accommodate each individual applicant.

Each child will be encouraged to integrate fully and to experience all activities on offer. Appropriate support will be given to all children.

Every child will have access to a broad curriculum.

All children will be encouraged, praised and valued. Praise will be given for any progress, however slight.

SEN CO-ORDINATOR

Our Manager, Miss Lucy Petrie has responsibility for the day to day operation of our SEN policy.

This will involve:

- a) Liaise with and offer guidance and support to other staff.
- b) Liaise with child's parents.
- c) Produce an educational programme appropriate to the needs of the child.
- d) Organise resources for SEN children.
- e) Liaise with external agencies, for example, medical, social services, voluntary bodies and relevant specialists

PARENTS

The wishes of the child's parents will be respected at all times. Planning to meet the needs of the child will be done in partnership with parents. We will offer support and attempt to obtain information and assistance for parents should they require it.

TRAINING

The Management Committee will seek opportunities for staff to receive training in the following areas:

1. Early identification of a child with a particular need. This may be physical, emotional, behavioural or academic. A child may be exceptionally bright or less able. Early identification is a priority.
2. Observing and recording progress.
3. Monitoring to assess suitability of an educational programme.
4. Where to seek further information and assistance.

RESOURCES

If extra resources are required we will attempt to acquire them as appropriate