

ISLEHAM UNDER FIVE'S ASSOCIATION

Isleham Pre School is managed by an elected committee of parents. It is situated in the grounds of the local school in the village of Isleham. Children who attend the setting come from mixed socio economic backgrounds. They are drawn from Isleham and the surrounding villages.

Acts and laws relating to inclusion and equality –

- Disability and Discrimination Act (DDA) 2002
- Special Educational Needs & Disability Act (SENDA) 2001
- Human Rights Act 1998
- Children's Act 1989
- Every Child Matters 2004
- National Care Standards 2001 (9&10)

Policy Links

- Equal Opportunities
- Confidentiality
- Admissions
- Child Protection
- Behaviour Management

We work in accordance with all relevant legislation.

Special Needs Policies and Procedures

The trained Special Educational Needs Co-ordinator is Jennie O' Sullivan. Trained in speech, language & spectrum disorders, SENCO Level 1 and SENCO Level 2 and Behaviour Management. Jennie O'Sullivan is up to date with all SENCO training. Deputy SENCO is Jenny Lerner trained in speech, language & spectrum disorders, SENCO Level 1 and Behaviour Management.

Our Pre-School aims to have regard to the DfEE Code of Practice on Special Educational Needs and also to the guidelines supplied to private and voluntary providers of pre-school education. We aim to welcome and offer appropriate learning opportunities for all children.

- Children with special needs, like all other children, are admitted (see admissions policy in our index) to the pre-school after consultation between parents, pre-school leader and key worker.
- Staff within our setting undergoes regular training; the Early Years Childcare Service in Cambridgeshire often facilitates this. (See training file).

- Staff differentiate between Birth to Three Matters 2002 and the OCA Foundation Stage 2000 'Stepping Stones'. Care Plans or Individual Educational Plans are constructed accordingly.
- 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, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.
- The needs and progress of children who have special educational needs are monitored by our group's Special Educational Needs Co-ordinator*
- We work closely with the parents of all the children in the group to ensure the group draws upon the knowledge and expertise of parents in planning provision for the child.
- The child's progress and achievements are shared and discussed with parents and staff, in confidence, on a regular basis.
- Parents know the identity of the group's special educational needs co-ordinator*
- Parents are aware of the arrangements for the admission and integration of children with special educational needs*
- If it is felt that a child's needs cannot be met within the pre-school's budget without additional personnel and/or equipment, funding will be sought to ensure that provision is appropriate to the child's needs.
- We work in partnership with parents and relevant outside agencies to meet children's specific needs
- Our staff attends whenever possible in-service training on special needs arranged by the Pre-School Learning Alliance and other professional bodies.

This policy will be reviewed annually or when legislation dictates.

This Policy was reviewed at a meeting of the pre-school held on.....

Signed on behalf of the pre-school.....

*

Jennie O'Sullivan is the SENCO representative, her role is to ensure that the following points are implemented: -

- The name of the SENCO
- Arrangements for the assessment of individual children
- Record-keeping system for children with special educational needs
- The way children with special educational needs will be offered a broad and balanced curriculum.
- The way resources within the group's budget will be allocated to special needs work.
- Links between the pre-school and external support services, including the local authority and voluntary organisations.
- Arrangements for reviewing policies and procedures relating to special needs.

Signed.....

Dated.....