



Isleham Preschool

3a Malting Lane Isleham Ely Cambs CB7 5RZ

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
- Safe Guarding/Child Protection
- Behaviour Management

We work in accordance with all relevant legislation.

Special Educational Needs and Disability Policy and Procedures

The trained Special Educational Needs and Disability Coordinator is Jennie O'Sullivan who has attended a 3-day, designated SENDO training course. Deputy SENDO is Karen Smith.

Our policy is written in regard to the DfES Code of Practice on Special Educational Needs 2002 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.

Aims:-

- Children with special needs, like all other children, are admitted (see admissions policy in our index) to the pre-school after consultation between parents/carers, pre-school leader and key worker. If appropriate we may adapt the sessions your child attends to meet his/her individual needs.
- Staff within our setting undergo regular training; the Early Years Childcare Service in Cambridgeshire often facilitates this. (See training file).
- When the needs of the child have been identified we will follow the guidelines of 'Graduated Response' as outlined in the SEN code of practice.

Email: islehampreschool@btconnect.com Telephone: 01638781212 Mobile: 07849758639

Registered Charity Number: 294978

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- 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/carers, 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 and Disability Coordinator*
- We work closely with the parents/carers 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/carers and staff, in confidence, on a regular basis.
- Parents/carers know the identity of the group's special educational needs and disability coordinator*
- Parents/carers 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 we aim to access funding appropriate to the child's needs wherever possible. We reserve the right to provide a flexible attendance to support the child's needs.
- We work in partnership with parents/carers and relevant outside agencies to meet children's specific needs
- Our staff attends whenever possible in-service training on special needs arranged by Cambridgeshire County Council and other professional bodies.
- This policy will be reviewed annually or when legislation dictates.

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Common Assessment Framework (CAF)

The CAF is a shared assessment and planning framework for the use across all children's services and all local areas in England. It aims to help the early identification of children and young people's additional needs and promote co-ordinated service provision to meet them. The CAF is aimed at children and young people with additional needs who have needs that are not being met by their current service provision.

*

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

- Arrangements for the assessment of individual children.
- Liaising with parents/carers.
- Record-keeping system (Targeted Support Plan) for children with special educational needs
- The way children with special educational needs will be offered a broad and balanced curriculum.
- 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.

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