

Zoe's Childcare Ltd
Special Educational Needs

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Statement of intent

Our policy states how we care for children with special needs and what process we use when we have concerns about a child.

This policy is linked with our equality and diversity policy and also our health and safety policy. We provide an environment in which all children are supported to reach their full potential.

At Zoe's Childcare we are committed to showing equality and inclusion at all times. Every child has their individual needs met, to give them the potential to grow and develop.

Aims

- . We have regard for the DfES Special Educational Needs Code of Practice and implement it where necessary.
- . We have regard for the Disability Discrimination Act 1995 and code of practice.
- . We include all children in our provision.
- . We provide practitioners to help support parents and children with special educational needs (SEN). Parents are informed and kept up to date with all processes and information concerning their child, and we have regular meetings with parents to discuss progress reports. Parents are always welcome to talk to staff at any time with regard to their child.
- . We identify the specific needs of children with SEN and meet those needs through a range of strategies.
- . We work in partnership with parents and other agencies in meeting individual children's needs. We liaise with outside agencies with regards to Special Educational needs. This includes Speech and Language therapists, Physiotherapists and hospital consultants.
- . We monitor and review our practice and provision and, if necessary, make adjustments.

Method

- . We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents.
- . We provide a statement showing how we provide for children with SEN.
- . We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- . We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- . We work closely with parents of children with SEN to create and maintain a positive partnership.

- . Our setting is a ground floor provision.
- . We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- . We provide parents with information on sources of independent advice and support.
- . We liaise with other professionals involved with children with SEN and their families, including transfer arrangements to other settings and schools.
- . We provide a broad and balanced curriculum for all children with SEN.
- . We provide a differentiated curriculum to meet individual needs and abilities.
- . We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN.