

Special Educational Needs/Disability Policy

Statement of Intent

The small scale of our school enables us to cater to each child's individual educational needs, whether they are exceptionally able or have any learning difficulties and we provide an environment in which all children are supported to reach their full potential. Children have opportunities to work individually or as part of a small group, under the direction of a teacher.

From time to time every child will have "off" periods and this doesn't give rise to any concerns. However, if a child has consistent significant difficulty with tasks appropriate to his/her age or stage of development, or a disability which hinders his/her educational activities, we will address his/her Special Educational Needs. Any concerns are always discussed with parents prior to admission and progress is always discussed with them as we value their insights into their child's problems.

Aims

- We have regard for the DIES Special Educational Needs Code of Practice.
- We include all children in our provision and make sure they feel valued **and** included regardless of their level/abilities.
- We provide practitioners to help support parents and children with special educational needs (SEN)/abilities.
- We identify the specific needs of children with SEN/disabilities 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 monitor and review our practice and provision and, if necessary, make adjustments.

Methods

- We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership. We are flexible and willing to learn from children and their parents.
- 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/disabilities and their families, including transfer arrangements to other settings and schools.

- We use the graduated response system for identifying, assessing and responding to children's special educational needs. We make sure SEN's are identified as early as possible so help is offered at the appropriate stage.
- We provide a differentiated curriculum for all children with SEN/disabilities, giving the same educational opportunities that other pupils have.
- We provide a differentiated curriculum to meet individual needs and abilities, adapting use of equipment and presentation of classroom materials.
- We use a system of planning, implementing, monitoring evaluating and reviewing individual educational plans (IEPs) for children with SEN/disabilities.
- We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
- We provide resources (human and financial) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Finally, all children differ and bring new joys and challenges to school. We feel that the small scale helps us operate along the lines of a caring, extended family, a family of individuals. All children, with or without SEN's, are fully integrated. Each child has an important part to play and each child is unique.

This policy was adopted by The New Forest Small School on 1st September 2004.

Signed..........