

SPECIAL EDUCATIONAL NEEDS POLICY

OBJECTIVES

At Sunrise, we strive to ensure that no child will be excluded or disadvantaged because of special educational needs, disability or ability. **We have regard for the SEN Code of Practice (2002) on the Identification and Assessment of Special Educational Needs.** Our policy will ensure that we provide a curriculum that promotes their development in ways which are individually appropriate. Sunrise aims to provide an inclusive setting and that all children's individual needs are considered and that all activities are planned to reflect them. We believe that working in partnership with parents and colleagues are essential.

ADMISSION POLICY

Children are admitted to Sunrise through self-referral on the open waiting list. When a child reaches the top of the list a place is offered. **We welcome all children and families into the school and the presence or absence of a special educational need is not a factor in the allocation of a place.**

INFORMATION ABOUT STAFF

At Sunrise, the SENCO is Eleanor Agozino for the Nursery and Meeta Lovage for the Primary. The SENCO is responsible for coordinating all aspects of Special Educational Needs:

- Give advice and support to other staff **in all aspects of SEN.**
- **Assist staff in the identification of any child who may be experiencing difficulties in learning.**
- Coordinate meetings with parents and other professionals, **including IEP meetings.**
- Provides information and referrals to appropriate agencies.
- Coordinate and liaise with other professionals.
- **Has day to day responsibility for operating the SEN policy.**

PARTNERSHIP WITH PARENTS

We recognise value and respect the fundamental role that parents/carers have on their child's life. We aim to build on this by working in partnership with parents/carers to encourage involvement in all aspects of the child's life at the school. We involve parents by:

- **Collecting background information regarding each child when they start.**
- **Operating a key person system in Nursery.**
- **Inviting parents to annual parents meetings to discuss each child's progress.**
- **Regular updates and informal discussion as and when necessary.**

ACCESS TO CURRICULUM

We aim to address the specific learning needs of children and help them access a broad and balanced early years curriculum. **Through observations and individual planning, each child's learning needs are met. Activities are differentiated i.e. an easier version of the same task, to ensure that all children are included.**

PROCEDURE TO IDENTIFY, PLAN, REVIEW (CODE OF PRACTICE)

The Code of Practice recommends a gradual response to concerns around a child's development.

EARLY YEARS ACTION

Early Years Action is the first stage of concern about a child's progress and happens when a child's needs are not being met by the usual provision in the school/childcare place. The SENCO will gather observations and further information from the parents and the Nursery to put together a programme of support for the child. This will include different and extra help that the child would get on a daily basis. This will be set out and recorded in an Individual Education Plan (IEP) for the child. Parents are invited to be part of this process and progress will be reviewed half termly.

If the child does not make sufficient progress, then, with the parents' permission and agreement, we may move onto Early Years Action Plus.

EARLY YEARS ACTION PLUS

Advice and support may be sought from other professionals i.e. speech and language therapist, educational psychologist or others who would offer advice and help set appropriate IEP targets. Alternative interventions or different to those already provided for the child are put into place. The SENCO will oversee implementing these strategies with member of the staff team and parents.

For most children, the support given at Early Years Action or Early Years Action Plus is enough to help them progress. For a few children, this is not the case and in this situation, after discussion and agreement with the SENCO and parents, the school will ask LEA to carry out an assessment to find out what the child's special educational needs (SEN) are and how they can be supported.

CONFIDENTIALITY AND PRIVACY

All information, including reports and IEPs's, are stored confidentially in the Nursery. Parents must give the school permission before referrals are made to other agencies.

RESOURCES FOR SEN/ACCESSIBILITY

Consideration is given to the needs of the children when decisions regarding the building and purchasing of equipment are made. We have a wide range of toys and equipment for all ages and stages of development.

STAFF DEVELOPMENT

Staff are committed to enhancing their training and knowledge in response to the individual needs of the children at Sunrise. The SENCO will ensure that staff are aware of and attend relevant training, which can be delivered in house or externally. The SENCO attends regular training to ensure that her practice and knowledge are up to date.

TRANSITION

Sunrise will liaise with the child's next school to exchange information is shared regarding the child and their progress. We will:

- Arrange a planning meeting to share strategies and ways of working which will include any resources used i.e. communication book.
- Encourage the parent to visit the new school with the child so that it becomes a familiar environment.
- Pass on any reports and records.

COMPLAINTS PROCEDURE

Sunrise welcomes all comments and complaints and will endeavour to respond positively to all feedback.

EVALUATION

This policy will reviewed annually and parents and staff will be involved. We will work together to see how well Special Educational Needs are being met in the school.

This policy was adopted on 07 May 2014
Date to be reviewed 07 May 2015

Signed on behalf of the management committee

Name of Signatory **Mary Anne Lovage**

Role of Signatory **Chairperson**