



Special Educational Needs and Disability Policy

1. Our organisation complies with the Disability Discrimination Act 1995 (DDA) and Part 4 of the Education Act 1996(covering SEN).
2. Our SEN and Disability policy is to be reviewed and updated regularly.
3. We aim to promote an inclusive setting where all children, whatever their needs, can learn and develop in a happy, caring & educational environment. Parents of children who are in receipt of DLA upon admission to St Paul's Childcare must make management aware of their needs. A maximum of 2 places are available for children with DLA in each classroom in accordance to our staff / children ratios. Extenuating circumstances may be discussed with management and SENCOs. Parents can request to go on a waiting list and be provided a place as soon as one is available.
4. We aim to adapt our routine, activities and environment to allow all children to participate and reach their full potential. Through detailed curriculum planning and organisation of resources, we aim to make all activities available to all children throughout the Setting at a level appropriate to their developmental needs. St Paul's Childcare are committed to providing extra staff, if necessary, to enable a child with special needs to be included in the Setting.
5. Staff working with a child with special educational needs and/or a disability are supported by the SENCO, who liaises with parents, professionals and the Supervisor in planning activities and adaptations.
6. The SENCO has additional training to enable her to carry out her responsibilities. As part of her role she is expected to keep other staff members up to date with current good practice guidelines and to share information with them as appropriate. It is their responsibility for ensuring that the correct documentation is in place. Where there are children with special needs our staff are provided with additional and appropriate training and support. Some of our staff members have training in 'Sign-a-long', which they can use with all children to assist communication.
7. Our Setting is sensitive to the needs and feelings of children with special needs and their families and will ensure these individual needs are recognised and addressed. Parents/carers will be involved at every stage in any plans that are made.
8. Equality of opportunity for all children is essential and it is important that children with special needs have the opportunity of learning alongside their peers. For this reason, our organisation will make every attempt to ensure that the special educational needs of children will be met in the mainstream setting. Risk assessments are carried out before activities take place to ensure that all children are able to participate in such activities and experiences.
9. Special educational needs provision will be most effective when those responsible take into account the ascertainable wishes of the child concerned, considered in light of his or her age and understanding. There must be close co-operation between all the agencies concerned and a multi-disciplinary approach.
10. Educational Health Care Plans will be drawn up with parental involvement if this is considered to be in the best interest of the child. This will be reviewed at regular intervals and will be made accessible for all staff.
11. Our organisation is aware of, and has studied, the amendment to the Disability Act 2004. All reasonable efforts are made to ensure that the required physical alterations to the building in which our setting is housed, are effected. Any alterations made are fully risk assessed. The main building in which our organisation is housed was purpose built in 2001, with full disabled access.

12. The legal framework for this policy is –

- Sex Discrimination Act 1986
- Children Act 1989 – 1994, amended 2004
- Special Educational Needs and Disability Act 2001
- Education Act 1983 and 1985
- SEN Code of Practice 2014

Lead members of staff: Hayley Wheadon

Reviewed: November 2021

Next review date: November 2022

Signed: