

## **POLICY STATEMENT ON THE IDENTIFICATION OF CHILDREN WITH ADDITIONAL NEEDS AND THE INCLUSION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

Wingle-Tye is committed to the inclusion of children with special and/or additional needs. Our philosophy is that all children have a right to be educated and to develop to their full potential. Everyone stands to gain if all children are allowed to share the same opportunities and helped to overcome any disadvantages they may have to face.

All children are welcome and children with special educational needs are admitted to the Pre-School through the normal admissions procedures and criteria. Decisions about the admission of children with special educational needs are made in consultation with the Havering Under Fives Inclusion team.

We also aim to have regard to the Government's Code of Practice on the identification and assessment of children with Special Educational Needs.

Our objectives are to ensure that:-

- Every child is entitled to a broad and balanced curriculum that can be differentiated to meet individual needs and abilities.
- Children are assessed on a regular basis so that any special educational needs or additional needs are identified early.
- Staff and parents are aware of our policy.
- Staff are aware that special provision must be made in planning to meet the individual needs of all our children and that children must be monitored and their progress recorded.
- Staff attend appropriate training courses and maintain links with outside agencies as appropriate.
- Parents are fully included in the decision-making process and the review of progress for their children.

The Pre-School is able to make provision to meet the needs of most children. There is access for wheelchairs via a ramp from the outdoor area into the building and the setting has a disabled toilet with access via the main playroom. Suitable resources will be sought to meet the individual needs of children attending our setting.

A STATUTORY 2 YEAR OLD CHECK REPORT will be given to parents before their child reaches the age of 3 years old. This will cover the prime areas of learning – Personal, Social and Emotional Development, Communication and Language Development and Physical Development. Key workers will have observed your children during play and identified any areas for concern and the next steps needed to ensure individual needs are met.

Wingle-Tye Pre-School understands that not all children progress at the same rate. However, we will raise concerns if little or no progress for a child is recorded. We will

work to identify those children who fail to make progress either generally or in specific areas of the curriculum or who have emotional or behavioural difficulties, which may affect their progress.

If we feel that a child is experiencing difficulty:

- informal discussions about the child's needs will take place between colleagues
- additional assessments and observations will be made to gain information
- discussions will be held with our SENDCO to identify the child's needs
- different strategies will be deployed to try and meet those needs
- discussions will take place with the parents concerning the child's progress or difficulties.

Outside agencies, including therapists, health visitors, psychologists, social workers, paediatricians and Portage workers, will be called upon to give advice and support. Wingle-Tye will work in partnership with these outside agencies and with parents/carers.

There are members of the staff team who are experienced in the care of children with special needs or additional needs. Our Special Educational Needs and Disabilities Co-ordinators are Karen Whitehouse Wingle-Tye 1 and Lisa Davis Wingle-Tye 2. They are responsible for:

- the day to day operation of our Special Educational Needs policy
- liaising with and advising other staff on individual children's needs.
- identification from assessments, observations and discussions of any children with special educational needs and co-ordinating provision with outside agencies as necessary.
- liaising with and supporting parents on a regular basis.
- maintaining records of children with special educational needs.
- contributing to in-house training of staff where appropriate.

We will ensure that all children are treated as equals and are encouraged to take part in every aspect of the Pre-School's activities. Wherever possible we will promote positive images of those with special or additional needs.