



The new montessori pre-school

The Methodist Church, Tarring Road, Worthing BN11 4ET

Call: 01903 535 412 Email: info@thenewmontessoripreschool.org.uk

Policy for Special Educational Needs & Inclusion

Our Pre-school provides an environment in which all children are supported to reach their full potential by ensuring each child has the opportunity to participate fully in learning activities and experiences by providing a differentiated curriculum that responds to the individual development of each child.

Our pre-school has regard for the Disability Discrimination Act (2005) and will provide necessary resources and make reasonable adjustments to support any child coming into our setting. We have regard to the Special Educational Needs Code of Practice 2014 and DFES Code of Practice (2005) which identifies four areas of special educational needs.

- cognition and learning
- behavioural, emotional and social development
- communication and interaction
- sensory and physical needs

Children may also have a combination of special needs related to the four areas

We will review our policy annually unless any changes in legislation are made. The New Montessori Pre-school will respond to the new approach to SEN and Disability Green Paper through a single assessment process and Education, Health and Care Plan.

The New Montessori Pre-school has a designated member of staff to be the **SENCO/INCO Co-ordinator - School Manager**

The role of the SENCO/INCO is

- to ensure that all practitioners/key persons understand, are familiar with and follow our SEN/INCO practice
- to work in partnership with parents/carers
- to liaise with other practitioners/key persons and promote SEN/INCO training
- to liaise with other professional and external agencies when appropriate

Charity Number 1086853
Company Registration Number 3908382
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- to co-ordinate provisions for the children with additional support needs
- to oversee the records of the children
- to attend ongoing training
- The SENCO/INCO will monitor the SEN/INCO Policy, and set dates for evaluation and review
- The SENCO/INCO will contribute to any written reports to parents/carers

To ensure our pre-school complies with all of the regulations our pre-school will take into consideration:

Admissions Arrangements

When considering admissions, a child with SEN/INCO should be treated no less favourably than applications from other children.

Our Admissions Policy is that all children are welcome. Staffing ratios may affect our ability to offer suitable provisions for certain children and individual cases are discussed between families and the management.

We will welcome all children and aim to respond appropriately to each child's background and individual needs. We ask parents to give notice if a child is disabled or has SEN so that we are enabled to explore with them and with any outside professionals and external agencies how we can provide most effectively for that child.

Allocation of Resources/Arrangements for including children with SEN

When appropriate, staff are available to work with children on an individual basis to help them gain their potential. The layout of our internal and external setting and activities can be adapted to cater for individual special educational needs. We provide a range of resources and will access funding should we need to add to our provision.

Identification, Assessment and Review Arrangements

Once a child has been identified as having a special educational need the key person and SENCO/INCO will plan for the child's individual learning requirements, by differentiating within the weekly planning, through close observations, evaluation, planning and reviewing. Strategies employed to enable the child to progress will be recorded.

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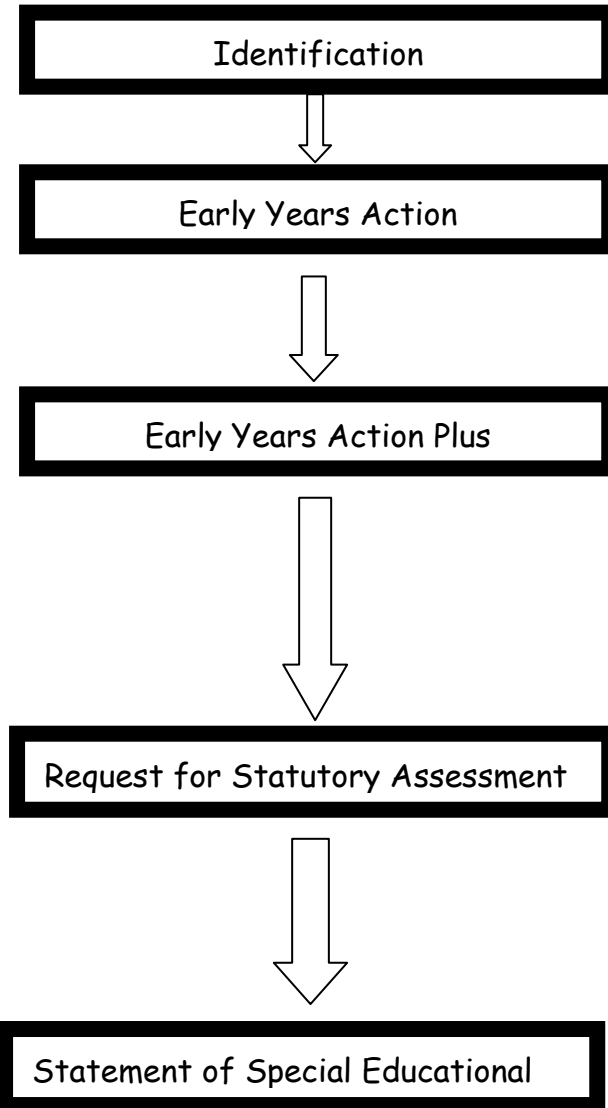
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The Graduated Response

The New Montessori Pre-school uses The **Graduated Response** system for identifying, assessing and responding to children's special educational needs.



Initial concerns / delayed progress
 Review of progress/difficulties
 Discussion with parents/carers
 Play Plan drawn up identifying additional or different action required to enable the child to learn more effectively
 Monitoring of progress
 Regular reviews with parent/carers, key person and SENCO
 Continued concerns/lack of progress
 Help can be requested from external agencies

- Inclusion Development Programme
- Early Support: Helping every child succeed
- Early Years Planning and Review Meetings (EYPARM)
- TAC (Team around the Child) Meetings
- Children and Young People's Planning Forum
- Holistix process
- IEP monitored, reviewed and revised with support from parents/carers/key person/SENCO and representatives of external agencies
- Transition will be planned for through discussions with primary school's SENCO/INCO
- Child referred to LEA for Statutory Assessment
 Reports/evidence required from parents, practitioners, SENCO, all involved agencies
 The LEA prepares and issues a Statement of Special Educational Needs which outlines the child's particular requirements.



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Complaints regarding special educational needs

The New Montessori Pre-school aims to work in partnership with parents if there are any complaints about our provision for children with special educational needs and will be treated with confidentiality; parents are asked to approach the SENCO/INCO who will adhere to resolve the problem. All complaints and action taken will be recorded in the complaints book. If the issues cannot be resolved then advice can be sought by The Management Committee or from OfSTED.

Legal Framework

Working together to Safeguard Children 2013

The Equality Act 2010

Children's Act 1989, 2004, 2006

Special Educational Needs and Disability Act 2001

Disability Discrimination order 2006

Race Relations 1976

Sex Discrimination Act 1975

Reasonable adjustments for disabled people 2012

Link to:

What to do if you're worried a child is being abused-March 2015 HM GOV

Supporting pupils at school with medical conditions 2014

Statutory Guidance from the DFES

This Policy will be reviewed again in September 2017 in response to changes in legislation or changes in our pre-school.

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