

Special Educational Needs Protocol

1. BASIC INFORMATION

- 1.1 The aim of Gingerbread Corner's Special Educational Needs (SEN) policy is to ensure the early identification and referral of a child thought to have SEN.
- 1.2 Special Educational provision means provision which is additional to, or different from, the educational provision made generally for children of the same age.
- 1.3 The SEN Co-ordinator (Senco) is Gemma Brown and she is responsible for the day-to-day operation of the SEN policy.
- 1.4 Gingerbread Corner has an effective Equal Opportunities Policy, which welcomes children with any special needs.
- 1.5 Parental involvement is extremely important and the co-ordinator & parent/s should work closely together.
- 1.6 Gingerbread Corner has staff with Portage training.
- 1.7 Gingerbread Corner has wheelchair access and is working towards improving access to facilities for children with special needs.

2. INFORMATION ABOUT GINGERBREAD CORNER'S POLICIES FOR IDENTIFICATION, ASSESSMENT AND PROVISION FOR CHILDREN WITH SEN.

- 2.1 Gingerbread Corner will provide special educational materials or equipment when possible (in consultation with Croydon Education Authority). Gingerbread Corner encourages working alongside parents and this includes sharing of equipment and materials.
- 2.2 A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for them. A child has a learning difficulty if they:
 - a) Have greater difficulty learning than the majority of children of the same age.
 - b) Have a disability, which makes it difficult for them to use the educational facilities, provided.
 - c) Have a learning difficulty, or would do if provision were not made.
- 2.8 The areas of development to be monitored are:
 - a) physical health & function
 - b) communication skills
 - c) perceptual & motor skills
 - d) self-help skills
 - e) social skills
 - f) emotional & behaviour development
 - g) responses to learning experiences
- 2.8 If a staff member has concerns about a child, clear records regarding the child must be kept for reference. Plans made specifically for the child must be given a reasonable length of time for improvement, which should be stated, and a record kept of the results and following plans.
- 2.8 For children under two areas of concern may be identified by the parent/s, child health services or social services. Referral will be considered by these bodies. Records will be maintained by the nursery and notes kept of any significant areas of concern. Ongoing concerns will be discussed with parents.

2. 7 For children aged between 2-5 years there is a staged model of special education needs. The help of external specialists may be necessary.
2. 7 Children with special educational needs will be placed in the same room as their peers if appropriate.
2. 8 Complaints regarding special educational provision will follow the same procedure as Gingerbread Corner's usual complaints procedure.

3. STAGES

STAGE 1:

Key-worker identifies a child's special educational needs and, consulting the nursery's Senco, takes initial action.

- ◆ Identify a need/awareness
- ◆ Inform Manager
- ◆ Discuss with parent
- ◆ Gather relevant information
- ◆ Work with child within their room
- ◆ Monitor & review

STAGE 2:

The Senco takes lead responsibility for gathering information and for co-ordinating the child's special educational provision, working with the child's key-worker.

- ◆ Continue to gather information
- ◆ Ensure an Education Plan is drawn up (appendix a)
- ◆ Keep the parent/s informed
- ◆ Monitor & review (appendix b)
- ◆ Outcome (appendix c)
- ◆ Update manager

STAGE 3:

Key-worker and the Senco are supported by specialists from outside the nursery (with parent's permission).

- ◆ The Senco continues to take the lead role in co-ordinating provision working closely with the key-worker.
- ◆ Keeps the Manager informed
- ◆ Obtains advice from outside specialists
- ◆ Consults the parent/s
- ◆ Ensures the Education Plan (appendix a) is in place with outside specialist help
- ◆ Monitor & review (appendix d)

STAGE 4:

The LEA consider the need for a statutory assessment and, if appropriate, make a multidisciplinary assessment.

STAGE 5:

The LEA consider the need for a statement of special educational needs and, if appropriate, make a statement and arrange, monitor and review provision.

4. INFORMATION ABOUT GINGERBREAD CORNER'S STAFFING POLICIES AND PARTNERSHIP WITH OUTSIDE BODIES.

- 4. 1 Gingerbread Corner provides regular in-service and external training in all areas.
- 4. 2 Gingerbread Corner liaises regularly with outside agencies as desirable/necessary.
- 4. 3 We ensure that relevant information about a child with SEN is shared with other schools to which they may transfer.

Appendix a

The Individual Education Plan should include:

1. Information defining the difficulty
2. Action to be taken – including staff involved, frequency of support, activities, resources etc.
3. Parents involvement
4. Targets within a given time
5. Medical care
6. Monitoring and reviewing requirements

Appendix b

The review should include:

1. Child's progress report
2. Information regarding the effectiveness of the plan
3. Parental contribution
4. Information & advice update
5. Future action

Appendix c

The outcome should define if:

1. The progress is satisfactory (stay at stage 2)
2. If the child should go back to stage 1 or no longer requires help
3. Stage 3 should be considered – after at least 2 review periods

Appendix d

The review should include:

1. Child's progress report
2. Information regarding the effectiveness of the plan
3. Information & advice update
4. Future action
5. Consider the criteria for assessment, information needed includes:
 - 5.1. Assessment by outside agencies
 - 5.2. Parent/s views
 - 5.3. Health/social service report
 - 5.4. Written evidence of action taken under the three stages, education plans, reviews & outcomes, involvement from other professionals.