

Forres Sandle Manor (EYFS) Policy

Policy Title	Supporting Children with Special Educational Needs
Policy Lead (Appointment (& Initials))	Head of Pre-Prep (TJS)
Date of Last Review	September 2024
Date of Next Review	September 2025

SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

GENERAL WELFARE REQUIREMENTS

Safeguarding and promoting children's welfare. The provider must take necessary steps to safeguard and promote the welfare of children.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1. Child development 2. Inclusive practice 1.4 Health and well-being	1. Respecting each other 2. Parents as partners 3. Supporting learning 4. Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

POLICY STATEMENT

We provide an environment in which children, including those with special educational needs, are supported to reach their full potential. We recognise that a special educational need may be ascribed both to a child who is gifted or talented or who has some difficulty in accessing the curriculum. To this end:

- We support parents and children with special educational needs.
- We identify the specific needs of children and meet them through a range of strategies.
- We work in partnership with parents and a range of other agencies in meeting individual children's needs.
- We monitor and review our practise, policies and provision and if necessary make adjustments.
- The National Curriculum emphasises the importance of all pupils mastering the content taught each year and discourages the acceleration of pupils into content from subsequent years. Pupils who grasp concepts rapidly will be encouraged in the

development of Mastery through enrichment and deep rather than superficial conceptual understanding as opposed to 'relentless, over-rapid progression.'

PROCEDURES

- Our SENCO with specific responsibility for the EYFS is Miss Kim Purkis.
- We ensure that the provision for children with SEND is the responsibility of all members of staff in the EYFS and, where appropriate, specific training is given to manage the child's needs and awareness of areas identified raised.
- We ensure that our inclusive admissions practice insures equality of access and opportunity.
- We use a graduated response system for identifying, assessing and responding to children's special educational needs, including Early Years Action and Early Action Plus, where children are experiencing difficulties with an area or areas of learning.
- Staff are informed of children on 'The Register of Special Educational Needs' in the Pre-Prep. This includes gifted and talented children as well as those with specific learning difficulties. They work in partnership with Kim Purkis who provides regularly updated information and insets on children with specific needs and she is constantly available to assist and advise when necessary.
- Each child with an SEND has their own 'Passport', maintained by Kim Purkis with the support of teaching staff.
- We also recognise that children may show exceptional potential general or specific intellectual ability, creative or performing arts, mechanical ingenuity or through their sporting/physical talents. We are aware that in this case the child may be presenting themselves as an under achiever, possibly with difficulty in forming relationships and perhaps disruptive or unproductive. (See Appendix A)
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We liaise with other professionals involved with children with special educational needs and their families including transition within FSM and to FSM from other settings.
- We provide a broad, balanced curriculum which is differentiated for all children including those with special educational needs and there is provision for children to have individual lessons to support them.
- We have a complaints procedure.

APPENDIX A

Profile of a gifted child:

- Learns quickly, easily.
- Superior reasoning ability.
- Possesses extensive general knowledge.
- Able to deal with abstract concepts.
- Greater intellectual curiosity.
- Asks many provocative, searching questions.
- Follows things of interest through.
- Thinks quickly.
- Good memory.
- May read rapidly.
- Extensive vocabulary.
- Attention to detail – observant.
- Vivid imagination.
- Preference for individual work.
- Keen sense of humour.
- Perfectionist approach – intolerant of failure.
- Divergent thinker – looks for the unusual.
- Interested in adult problems.

Taken from: 'the Challenge of the Gifted Child' – Professor David George.