

SPECIAL EDUCATIONAL NEEDS - extracts from policies

AIM

The aim of the playgroup is to provide a safe and stimulating environment, which encourages independence, self-confidence and self-esteem where your child can develop by expressing themselves freely and spontaneously. We provide high quality care and education for children below statutory school age by working in partnership with parents to help children learn and develop.

Each child will progress at their own pace according to their development stage by: exploration and discovery of basic concepts and, their own creativity and enjoyment of learning, whilst being supported by caring, qualified staff using a key worker system. We offer children and their parents a service that promotes equality, values diversity and adds to the life and well-being of the local community.

SPECIAL NEEDS

As part of the setting's policy to ensure its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and the Special Educational Needs Code of Practice (2014)

RECORDS OF ACHIEVEMENT/OBSERVATIONS

The setting keeps a Personal File which is a record of achievement for each child. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. Your Child's Personal File helps us to celebrate together his/her achievements and to work together to provide what your child needs for his/her well-being and to make progress.

STARTING AT OUR SETTING

The first days - we want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting.

4.2 Admissions

(See also Equal Opportunities 1.11 and 1.12)

Policy Statement

The playgroup is open to every family in the local community and surrounding area. There are no catchment areas or limits in force. We operate a waiting list.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.3 The learning environment 3.4 The wider environment	

4.3 The role of the key person and settling-in

Policy Statement

We believe that children settle best when they have a key person to relate to who can meet their individual needs and build relationships with parents/guardians. We believe that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child, advised to parent/carer on admission, second key person allocated as back-up if key person absent for prolonged periods.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

4.4 Parental Involvement

Policy Statement

Parents are Children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning.