

Inclusion

Summary:

- Special educational needs and disability co-ordinator (SENCO)
- The co-ordinators responsibilities

Beechwood School is committed to the integration of all children in its care.

Children with special educational needs and/or physical disabilities have a right to play, learn and be able to develop to their full potential alongside other children.

Whenever possible, children with special educational needs and/or physical disabilities will have access to the same facilities, activities and play opportunities as their peers.

The policies, procedures and practices of the setting in relation to children with special educational needs and/or physical disabilities must be consistent with current legislation and guidance. These include the Special Educational Needs and Disability Act 2001 and the Disability Discrimination Act 1995.

Special educational needs and disability co-ordinator

The manager of Beechwood School will appoint a member of staff as the Special Educational Needs and Disability Co-ordinator to manage provision for children with special educational needs and/or physical disabilities. This individual will be fully trained and experienced in the care and assessment of such children.

All members of staff will be expected to assist the Special Educational Needs and Physical Disability Co-ordinator in caring for children with special educational needs and/or physical disabilities.

The co-ordinators responsibilities

- Working alongside the manager to ensure that all staff are aware of all legislation, regulations and other guidance on working with children with special educational needs and/or physical disabilities.
- Working with the manager to ensure that all staff who work with children with special educational needs and/or physical disabilities and have appropriate skills and training.
- Co-ordinating regular monitoring and reviews of children's progress; involving parent/carers, other members of staff, relevant representatives from statutory agencies and, if appropriate, the child themselves.
- Assessing each child's specific needs and adapting the setting's facilities, procedures, practices and activities as appropriate.
- Ensuring that systems are in place to adequately plan, implement, monitor, review and evaluate the Special Needs policy.
- Ensuring that children with special educational needs and/or physical disability are fully considered when activities are being planned and prepared.
- Liaising with parent/carers about the needs of their children and the plans and actions of the setting, as well as being the point of contact for parent/carers.
- Liaising with other agencies and seeking advice, support and training for themselves and other staff as is necessary.

- Supporting other members of staff to become more skilled and experienced in the care of children with special educational needs and/or physical disabilities.
- Ensuring that all children are treated with equal concern and respect and are encouraged to take part in all activities.
- Ensuring that accurate observations and assessments of children's progress are regularly made and properly recorded.

Staff adult/child ratios at Beechwood School reflect the needs of all children.

Useful Resources:

- Special Educational Needs (SEN) A Guide for Parents and Carers
- reference SEN OO DFES publications centre 0845 602 2260
dfes@prolog.uk.com
- Special Educational Needs in practice Practical Preschool ISBN 1 – 90243878-7
www.cae/org.uk/ Centre of Accessible Environments
- Common Threads publications
www.commonthreads.org.uk/user/files/downloads/publications
- Information and publications about the Disability Discriminatory Act
www.direct.gov.uk