

## **Special Needs Policy**

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Our pre-school aims to have regard to DfEE Code of Practice on the Identification and Assessment of Special Educational needs, and to provide a welcome, and appropriate learning opportunities for all children.

- Children with special needs, like all other children, are admitted to the pre-school after consultation between parents, pre-school Leader and key worker.
- Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.
- Our key worker system ensures that each adult is specially responsible for, and close to, just five or six children, so each child receives plenty of adult time and attention.
- If it is felt that a child's needs cannot be met in the pre-school without the support of a one-to-one worker, funding will be sought to employ one.
- We work in liaison with staff outside the group, including therapists, health visitors, psychologists, social workers, paediatricians and Portage workers, to meet children's specific needs.
- Our staff attend, whenever possible, in-service training on special needs arranged by the Pre-School Learning Alliance and other professional bodies.