

SEN (Special Educational Needs)

Blue Penguin are committed to providing the highest quality setting for all children, including children with special educational needs, children with disabilities and children from minority groups. Through our policies and practice we aim to promote inclusion, in the widest possible sense. We aim to offer support according to the differing strengths and needs of individual children and their families.

We provide an environment in which all children, including those with Special Educational Needs (SEN), are supported to reach their full potential.

We are committed to the earliest possible identification, assessment and support for children with special educational needs. On our registration form we ask if the child has any identified SEN needs. If an SEN need is on the registration form we will obtain permission from the parents to inform SEN development officer. We will offer our full support and inform the parents of the 'Local Offer' for them to access, to gain other services and support available to them. We will discuss with parents their aspirations for their children and desired outcomes and set realistic targets to help them work towards meeting these outcomes.

Blue Penguin will provide relevant learning and development opportunities and set realistic and challenging expectations for all the children. Some children identified with having special educational needs will be able to access all the experiences and activities offered, we will do our best to support all children according to their individual needs. Our emphasis is always on success, achievement, celebration and positive encouragement.

We would adapt our environment in terms of layout and accessibility to suit the particular needs of any child attending Blue Penguin as far as we were able and in conjunction with the parents and advice from other agencies involved in the child's care.

All staff will be aware of the individual needs of the children, to enable consistency and continuity of care. Blue Penguin is committed to training and feedback will be given by any staff attending relevant training.

We liaise with other professionals involved with children with special educational needs and their families, including in connection transfer arrangements to other settings and schools. We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN. We ask for permission to contact a member of the 'Early Years Special Educational Needs Team' to enable them to visit Blue Penguin and make observations.

We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. The information is collated, evaluated and reviewed as and when necessary.

Our designated SENCO is: **Susan Marjason**