

**GREENWICH STEINER SCHOOL SPECIAL EDUCATIONAL NEEDS  
POLICY & PROCEDURE  
(Kindergarten)**

**Policy Statement**

Our Kindergarten considers all children to be special and that every child has individual needs. Our Kindergarten admits children with special educational needs whenever this is possible given the nature of the building, the make-up of the whole group and teaching resource.

The Steiner Early Childhood curriculum is holistic and concentrates on the child as an individual, putting them central in their ideals, particularly when working with the parents on shared perceptions of their needs, abilities and developmental stages. We hope that it will enable all children to achieve their full potential. Every endeavour will be taken to accommodate the physical, emotional, social, intellectual and spiritual needs of each child.

Our Kindergarten aims to have regard for the **DfEE Code of Practice on Special Educational Needs**, including the **Disability Discrimination Act**, which states that children with disabilities may no longer legally be excluded from any nursery on the grounds of inadequate facilities.

Our Kindergarten has appointed one member of staff as Special Educational Needs Co-ordination Officers (SENCO). At present it is Norma Schemke..

Our staff will observe all children in appropriate ways, and through play based and other activities will aim to get to know the children well. The staff and SENCO will endeavour to develop good relationship and communication with parents, sharing information with them at all times. A code of confidentiality is followed.

**The SENCO will be responsible for:**

- The day to day operation of the SEN policy
- Liaising with, and advising all members of staff
- Co-ordinating provision for children with SEN
- Maintaining a SEN register and overseeing records on children with SEN
- Liaising with parents of children with SEN
- Contributing to training and keeping all members of staff informed of new developments and issues
- Liaising with external agencies

**The staff will endeavour to update and advance their knowledge by attending relevant training on:**

- Observing and recognising early signs of SEN
- Implementing early action to meet these needs within our setting
- The use of appropriate monitoring and recording of a child's behavioural and learning difficulties and progress
- Communicating effectively with parents

- Obtaining advice within the Kindergarten and, where necessary, beyond.

### **CODE OF PRACTICE**

Our Kindergarten will have regard to the Special Educational Needs Code of Practice, (available) adopting the **4-stage model** as recommended by the Code of Practice. The **‘Early Action Stage’** is based at the Kindergarten. At **‘Early Action Plus’**, we will, as necessary, call upon the help of external specialists. Parents are involved in all stages.

### **EARLY YEARS ACTION**

This stage will be implemented in the setting when:

The practitioners of parents have concern about a child who, despite appropriate early childhood experiences

- Makes little or no progress
- Works at levels significantly below those expected for a child of similar age
- Presents persistent emotional and/or behavioural difficulties
- Has sensory or physical problems
- Has communication and/or interaction difficulties

### **STAGES OF IDENTIFICATION AND ACTION:**

- Consult and agree the need for further support with parents/carers
- Staffs identify or register a child’s special educational needs and, consulting with the SENCO takes initial action.
- Staff and SENCO follow procedures of Child Study (see child study document), research information on the child, discussion with parents on possible causes for the concern.
- Involve and support the parents as fully as possible
- The SENCO takes responsibility for gathering information and for co-ordinating the child’s special educational provision, such as co-ordinating the individual education plan and working with staff (teachers, assistants and LSA if applicable).

### **FURTHER ACTION (ACTION PLUS)**

- Staff and SENCO are supported by specialists from outside the Kindergarten
- The LEA considers the need for statutory assessment and, if appropriate, makes a multi-disciplinary assessment.
- The LEA considers the need for a statement of special educational needs and, if appropriate, makes a statement and arranges monitors and reviews provision.

### **GSS Kindergarten will make available to parents of children with SEN information on:**

- The SEN Policy, Code of Practice, SEN Guide for Parents and Carers, Child Study, Individual Education Plans, letters to and discuss with outside agencies.
- Support available to children with SEN within the Greenwich Steiner Kindergarten and the LEA
- Assessment and decision-making, emphasising the importance of parents contribution.

**Our Kindergarten has the support of the following outside agencies that may be called on for advice;**

Partnership Advisory Service .....  
Pre School Support Service – Senco Representative

**Additional Support:**

Parent Partnership Service – for Parents and carers of children with SEN

Student Assessment Service

- G.P.
- Social Services
- Health Visitors
- Child Development Centre
- Primary Learning Support Services
- School Doctor and Curative Eurythmist
- Steiner Waldorf Schools Fellowship Early Years Advisors

GSS Kindergarten will endeavour to liaise with other agencies and professionals, e.g. doctors, therapists, pre-school units etc. wherever possible.

Learning Support Assistants will be appointed with regard to the child's particular needs, the needs of the setting and with the agreement of the teacher and parents.

Regular reviews will be held involving all concerned, especially the child's parents.

Records will be kept up to date at all times and made available to the child's parents.

**See separate files marked SEN for pre- IEP forms  
Pre-IEP & IEP forms plus SEN code of practice.**