



Bo Peeps Preschool Ltd, Mycenae House
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Learning Enrichment/SEN/EAL Policy

NB. This policy should be read in conjunction with our *SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS* Policy, *ADMISSIONS* policy & *EQUAL OPPORTUNITIES & STRATEGIES FOR EQUAL OPPORTUNITIES* policy.

We provide an environment in which all children are supported to reach their full potential.

Aims

- We have regard for the DfES Special Educational Needs Code of Practice.
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs (SEN)/disabilities.
- We identify the specific needs of children with (SEN)/disabilities and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

What we do

- We designate a member of staff to be special educational needs co-ordinator (SEND officer). Karen May
- We provide a statement showing how we provide for children with (SEN)/disabilities.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with (SEN)/disabilities to create and maintain a positive partnership.

- We ensure that parents are informed at all stages of assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professional involved with children with (SEN)/disabilities and their families, including transfer arrangements to other settings and schools.
- We provide a broad and balanced curriculum for children with (SEN)/disabilities.
- We use a system of planning, Implementing, Monitoring, Evaluating and reviewing individual; educational plans (IEP's) for children with (SEN)/disabilities.
- We use system for keeping records of the assessment, planning, provision and review for children with (SEN)/disabilities.

The BoPeeps Preschool acknowledges the importance of providing support for children with learning difficulties, Special Educational Needs and English as an Additional Language, as well as gifted and talented pupils. We have developed a programme to meet our responsibilities in this specialised area of education.

Aims

- 1) To work with staff, using both standardised and non-standardised assessments, to identify students who may be in need of Learning Support.
- 2) To provide ongoing monitoring based on evaluations.
- 3) To support Bopeeps Preschools' goal of full inclusion in the classroom.
- 4) To provide in-service training for staff.
- 5) To suggest referrals to other professionals, when deemed appropriate.
- 6) To identify gifted and talented children and to provide opportunities for them to develop and utilise their skills.

Children with SEN can be identified in the following ways;

- 1) Children identified as having specific learning difficulties;
- 2) Children identified as being delayed learners;
- 3) Children identified as being highly able;
- 4) Children identified as having ADD or ADHD;
- 5) Children identified as having speech and/or language difficulties;
- 6) Children with English as an Additional Language;
- 7) Gifted and talented children.

English as an additional language (EAL)

EAL refers to learners whose first language is not English. The learner may already be fluent in several other languages or dialects.

Many children in early years settings will have a home language other than English. Practitioners should value this linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning. These children will be at many stages of learning English as an additional language.

- Learning opportunities should be planned to help children to develop their English, and support should be provided to help them to take part in other activities by, for example
- Building on children's experiences of language at home and in the wider community by providing a range of opportunities to use their home language(s), so that their developing use of English and other languages support one another;
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- Ensuring that all children have opportunities to recognise and show respect for each child's home language:
- Providing a bilingual support, in particular to extend vocabulary and support children's developing understanding;
- Providing a variety of writing in the children's home languages as well as English, including books, notices and labels;
- Providing opportunities for children to hear their home languages as well as English, for example through use of audio and video materials.'

Admissions

The School admits children irrespective of their gender, race, home language, disability or special educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and the welfare of other pupils. Also, in a situation where the school feels unable to provide or make available any specialist help required either due to lack of resources or local availability then a child's special needs might inform the decision of whether or not to accept the child.

Due to restrictions of space, facilities, and personnel trained to deal with profound disabilities, BoPeeps Preschool may be unable to admit children with physical or serious long-term emotional or behavioural disabilities. If these problems are diagnosed after admission, BoPeeps Preschool will make every effort possible to secure staff training and seek the advice and intervention of appropriate professionals.

Information and Record Keeping

All records for children with learning difficulties, Special Educational Needs or EAL (including screening results, referral forms, student plans, report cards, screening and diagnostic test results and assessment reports) are kept in locked files. All reports indicate evidence of progress and programme modifications. These records are confidential and are made available only to parents, teachers, and academic coordinators of pupils with learning difficulties, Special Educational Needs or EAL.

Learning Support Information and Staff Training

All members of staff at BoPeeps Preschool are made aware of the services provided for pupils with learning difficulties, Special Educational Needs or EAL.

Individual Education Plans or Language Development Plans are drawn up for all children with a Special Educational Need.

Policy Implemented Date: September 2017

Policy Review Date: September 2019