



Peter's Patch
Forest School - Day Care - After School Club

Special Educational Needs & Inclusion (SEN)

At Peter's Patch we are committed to treating all children as individuals meeting all their needs.

Special needs are defined under three categories:

- 1: Sensory
- 2: Physical
- 3: learning

At Peter's Patch we have put two wheelchair accessible ramps at the front entrance of the building and have installed a lift.

We aim as your child care provider to promote and demonstrate the following:

A positive attitude with awareness of disability issues and equal opportunities.

The willingness to learn how to maximise individual children's potential.

Show compassion, sensitivity and respect.

Always have a warm, friendly manner with the children.



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A good listener and communicator, providing emotional stability.

Always be patient, positive and provide praise to every child for accomplishing their tasks.

Enable the children to make their own choices, encourage independence.

Be a positive role model for your children to look up to.

Show understanding that for a child to learn they require tasks and activities which relate to their existing knowledge and understanding.

Provide guidelines for suitable behaviour for all ages, factors affecting behaviour and intervention for unwanted behaviour.

All children with disabilities require an understanding of their needs and a flexible approach is required to meet those needs. Wherever possible we will promote images of those with special needs.



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Staff will work together in partnership with parents, main carers to give day to day care of their child, parents will be given support by all the staff team in Peter's Patch.

Peter's Patch Procedure

In the first instance staff will liaise with their supervisor and management to voice any concerns they may have over a specific child; the supervisor will work closely with the child's parents keeping them informed of all the relevant issues raised. Supervisor and key worker will observe child closely keeping all daily records in all areas of learning and development. Parents will be fully involved as much as possible in the process of assessment, recording and reporting.



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Triggers of detection:

Child who displays poor communication skills, Child whose levels of play or development are significantly below that of a child their own age. Child presenting notably different emotional behaviour. Child requiring greater attention than other because of their behaviour / learning difficulty. A pre-school child who is making little or no progress in their development areas.