Special Educational Needs and Disabilities Policy

This policy represents the agreed principles for Special Educational Needs throughout the playgroup. All playgroup staff and committee members representing Clutton Playgroup have agreed this policy.

Definition of Special Educational Needs (SEN)

"Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them". As defined by the Code of Practice 2014 for those who have Special Educational Needs and disabled children.

This policy is written in line with the Code of Practice 2014 and Equality Act 2010. The Special Needs Coordinator (SENDCO) at Clutton playgroup is Sally Barter.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the Special Educational Needs of each child;
- to ensure that the Special Educational Needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's Special Educational Needs;
- to enable all children to have full access to all elements of the playgroup's curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

Introduction

At Clutton Playgroup we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our playgroup community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Staff use a range of strategies to meet children's Special Educational Needs. Learning and activities have clear learning objectives, we differentiate work appropriately, and we use assessment to inform the next stage of learning. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the playgroup situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the main learning environment.

Staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

Identification and Assessment of SEN

As outlined, Early identification is vital. All our children are assessed when they join our playgroup, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for **all** our children. If our assessments show that a child may have a learning difficulty, we use a range of strategies to further enhance personalised provision. In liaison with the Special Educational Needs and Disabiities Co-ordinator (SENDCo), the child's Key person will offer interventions that are 'different from' or 'additional to' those provided as part of the playgroup's usual working practices. The Key person will keep parents informed and draw upon them for additional information. If the SENDCo, Key person and parents feel that the child would benefit from further support, the SENDCo will then take the lead in seeking further assessments of the child's needs.

The SENDCo and the child's Key Person will prepare a one page profile which will show the child's views, interests and strengths etc. This will be used to inform all parties, including external agencies who may become involved in supporting the child.

Additionally, Target Outcome Plans (TOPs), which employ a small-steps approach, feature significantly in the provision that we make for children with an identified SEN. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. TOPS will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. Parents and/or appropriate external agencies will be involved in the writing and review of each TOP.

The Individual Assessment of Early Learning and Development (IAELD) is designed to be completed if practitioners are concerned about a child's rate of progress compared with their peers, or when some of their skills appear to be delayed. The IAELD assesses a child's skills within the setting in collaboration with parents or carers.

Some children at Clutton Playgroup may have significant behaviour problems. Staff use a range of strategies for dealing with difficult behaviour, but some children may require further support. In these cases the SENDCo, Key person, outside agencies and parents will create a Nurture Plan, clearly outlining key targets for the child to work towards achieving, as well as the strategies and support being offered to the child. At this point advice would also be sought from external support services. Nurture Plans are reviewed at least termly, but more frequently as necessary.

Identifying and assessing SEN for young children whose first language is not English requires particular care. Early year's practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

Early Support

Early Support supports parents and carers of children aged five and under. It brings together all the services and support available from different agencies. This makes it easier for families to co-ordinate their child's health, education and social care needs.

Some families will have a key worker who provides advice and support and can help negotiate the system. A key worker may be needed more at some times than at others. Families can decide what works best for them.

Early Support has developed a wide range of resources, training courses and workshops. They include:

- A Family Pack containing information booklets about services and the Family File for sharing information with service providers easily

- materials and resources to record your child's development
- information booklets on a range of disabilities and conditions
- A range of training courses developed for families and carers to help them use the resources and services offered by Early Support

Early help/ Common Assessment Framework (CAF)

Early help or a CAF is a shared assessment and planning framework for the use across all children's services and all local areas in England. It aims to help the early identification of children and young people's additional needs and promote co-ordinated service provision to meet them. The CAF is aimed at children and young people with additional needs who have needs that are not being met by their current service provision. The SENDCo would be the lead professional should the need for a CAF arise at Clutton Playgroup.

Education Health and Care Plans (EHCP)

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting will consider requesting an Education, Health and Care needs assessment
Where a child has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained playgroup schools, to convene and hold the annual review meeting on its behalf.
The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

Role of the SENDCo

The SENDCO is responsible for the operational management of special needs provision within the playgroup, including the provision for children with additional needs

At Clutton Playgroup the SENDCO will:

- Ensure our setting has regard to the SEN Code of Practice (2014), the Disability Discrimination Act (DDA) (1995) and the Equality Act 2010.
- manage the day-to-day operation, and annual review of, the SEND policy;
- co-ordinate the provision for and manages the responses to children's special needs;
- support and advise colleagues;
- oversee the records of all children with Special Educational Needs;
- act as the link with parents;
- act as link with external agencies and other support agencies;
- monitor and evaluate the Special Educational Needs provision.
- manage a range of resources, human and material, to enable appropriate provision for children with Special Educational Needs;
- contribute to the professional development of all staff. E.g. Attend SENDCo clusters regularly to update and inform; Identify individual setting's needs and arrange in-house training where appropriate. Have an awareness of Early Support and Common Assessment Framework (CAF) Use their knowledge and experience to support your setting to develop their inclusive practice.
- apply, with parental permission for Exceptional Needs Funding should we feel it appropriate

- works with the child's key person to draw up Target outcome Plans for children. The SENDCO and the managers hold regular meetings to review the work of the playgroup in this area. Ensure appropriate Target Outcome Plans are in place and regularly monitored and reviewed;
- Take the lead in observations and assessments of children with SEN including their strengths and areas to develop using the Individual Assessment of Early Learning and Development (IAELD) where appropriate
- Develop links and liaise as appropriate with other professionals, Health Visitors, SEND preschool Advisory Teacher, Speech and Language Therapists, Inclusion Development Officer, Educational Psychologists.

Local Offer

Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or disabilities, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.
The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

Partnership with parents

At Clutton Playgroup we work closely with parents in the support of those children with Special Educational Needs or Disabilities. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with Special Educational Needs or Disabilities.

We have termly meetings with parents to review the progress of their children against the targets set in the TOP and to set new targets for the next term. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs.

Pupil participation

In our playgroup we encourage children to take responsibility and to make decisions. This is part of the culture of the playgroup and relates to children of all ages and all abilities. The work in the playgroup recognises the importance of children developing social as well as educational skills.

Monitoring and Evaluation

If you would like to discuss your child's special needs and support please talk to Sally Barter or your child's Key Person.

This policy was adopted on ----------

Signed ----------

Chair

Policy to be reviewed in February 2019