

SPECIAL EDUCATIONAL NEEDS POLICY

Amendment History

Revision	Author	Description of change	Date updated
1	Karen Walls	Amendment history added	January 2006
KASC policy	Carol Hooper	Adapted from adopted Kineton Playgroup policy	August 2006
2	CH/SM	Amendment to staff names	April 2007
3	CH/SM	Merge Playgroup and KASC policies; update footer	September 2007
4	CH/SM	Include reference to Foundation Stage curriculum and AbilityNet	October 2008
5	CH/AF	Replace 'committee' with 'board'	October 2009
6	CH/AF	Change named person to Anna Perry	October 2010
7	CH/AF	Reference to SenCo assistant	September 2011
8	CH	No substantive changes	October 2015
9	CH	Clarify SEND Code of Practice 2014 and reference to EHCP rather than Statements	November 2016
10	CH/SF	No substantive changes	February 2019
11	CH / SF	Reviewed. No changes.	January 2020

SPECIAL EDUCATIONAL NEEDS POLICY

All references to 'Playgroup' in this policy include Kineton Playgroup, KASC and Kineton Breakfast Club.

Introduction

The Manager and staff, with the support of the Board, are responsible for meeting the learning needs of all children; to do so may require the addressing of emotional, behavioural and physical difficulties

We believe that:

- All children, whatever their needs, are equally entitled to a broad and balanced experience, including access to the EYFS curriculum
- The requirements of all children who have special educational needs, either throughout or at any time during their time at the setting, must be addressed.
- We have high expectations of all members of our setting. Children with special educational needs, as all other children, will be encouraged to meet achievable challenges.

Playgroup adheres to the principles and guidelines set out in the Special Educational Needs and Disability Code of Practice: 0-25 years, and the requirements of all other relevant legislation.

Objectives

- Playgroup will adhere to the guidelines set out in the Code of Practice
- Team members will identify those children who have additional and/or special educational needs as early as possible, liaising with parents as well as Health Visitors, Speech and Language Therapists (SaLT), Integrated Disability Service (IDS) Advisory Teachers and other professionals as and when appropriate.
- The Manager and SENDCo will inform parents of their concerns and work in partnership to ensure that appropriate provision can be made for the child at the earliest opportunity.
- Involved team members will make accurate records, observations and assessments. The planning for the sessions that the child attends will detail content, activities, strategies and differentiated tasks that will enable the individual to achieve the targets and challenges set out in their Individual Education Plan (IEP) or Group Education Plan.
- Both the children and their IEP targets and challenges will be included in the medium and short term planning within the curriculum where appropriate.
- Team members will be in regular contact with parents to ensure that there is a consistency of approach with home, other settings and Playgroup working in partnership.
- Liaison with other professionals and appropriate agencies will further develop the building of effective provision to meet the learning needs of the individual child.

Management

Manager: Carol Hooper

SENDCo: Anna Perry

SENDCo Assistant: Xianna Fletcher

SENDCo Assistant (KASC): Marie Hill

The Manager's role is to:

- Keep the Board informed about relevant SEND issues within and concerning Playgroup
- Monitor SEND Policy and liaise with the SENDCo
- Oversee the role of the SENDCo
- Work together with the SENDCo to enable her to achieve her responsibilities

The SENDCo is jointly responsible with the Manager for the following:

- The day-to-day operation of the setting's SEND policy
- Liaising with and advising team members
- Maintaining the SEND and Additional Needs Register and overseeing the records of all children with special educational needs
- Contributing to the in-service training of team members and Board as and when appropriate
- Liaising with other professionals and external support agencies
- Attending regular training to keep up-to-date with all relevant research and legislation
- Monitoring SEND Policy and liaising with the Manager
- Arranging review meetings and producing reports for all concerned individuals
- Providing relevant information when requested for the audit process
- Writing, in conjunction with team members, parents and any outside agencies, IEPs for children at 'Early Years Action Plus' as defined by the Code of Practice
- Overseeing IEPs for children at the 'Early Years Action' stage and expression of concern sheets for children
- Maintaining, cataloguing and purchasing SEND resources
- Contributing to any written reports on SEND
- Completing or collating Playgroup responses to formal requests for information from outside agencies

Session Leaders of the pre-school age playgroup sessions and the after school club or breakfast club sessions are responsible for:

- Planning appropriate activities within the sessions on a day-to-day basis, as well as contributing to short, medium and long term planning, in conjunction with the SENDCo

Team members are responsible for:

- The day-to-day implementation of the opportunities and activities at Playgroup and of the EYFS curriculum, ensuring that those children identified with

special educational needs are receiving full access to such opportunities and activities and to the curriculum.

Any concerns regarding the placing of a child on the SEND register are initially raised at the regular staff meetings where any problems are discussed. The protocol for placing a child on to the register is outlined in this policy document.

Admissions

Playgroup welcomes all children and aims to respond appropriately to each child's background and individual needs. We ask parents and carers to give as much notice as possible prior to admission, to enable us to explore all possible requirements and to accommodate access to our provision on an effective basis.

Access

Playgroup is able to cater for children with physical disabilities. Access to the building and to the outside area is available through wide opening doors and sloped ramps. All areas are on ground level. An easy access toilet is available within the setting's premises.

Children with special dietary requirements, allergies or specific medical conditions are welcome in our setting subject to relevant training for members of staff to ensure a safe environment and practice. Training is available for all staff and regularly updated, so that our setting is inclusive to all.

Confidentiality

Confidentiality is taken seriously by all staff. Children's individual SEND records are kept securely. Access to these records is restricted to the Manager and SENDCo, and staff who work closely with the children concerned, such as the child's key person. Parents may request access to their own child's records at any time. Individual names of children on the SEND register are never disclosed beyond the involved staff.

Resources

Playgroup is a fully inclusive environment, which gives access to a broad based curriculum. Members of staff are trained in use of signing and use a variety of strategies throughout the session to create an accessible learning environment for all. Children are encouraged to develop as independent learners in a multi sensory learning environment.

Playgroup is extremely fortunate in having very close links with Kineton Primary School and can access any specialist teaching materials and SEND resources located at the school.

Identification, Recording and Assessment

A child has special educational needs if he or she has a difficulty in learning and/or behaviour that calls for special educational provision other than that which can be met through the adoption and good practice of an appropriately differentiated curriculum. Early identification rests upon any team member. The observations of parents and the link with the Health Visitor may be significant. These responsibilities

can only be met if there is a general awareness of the kinds of observations that may be of value.

As appropriate to their stage of development, children need to be aware of their own targets and, when appropriate, be involved in the setting and review of these. Progress will be monitored against IEP targets and information on the individual's play plan.

Children identified may show signs of difficulty in one or more of the following broad areas:

- Communication and interaction
- Cognition and learning behaviour
- Emotional and social development
- Behaviour
- Sensory and/or physical development

Summary of the Code of Practice

The Code was introduced in 2014 to improve on the earlier system. At the core of the reforms was the aspiration for the equal participation of children, young people and their parents in decisions being made about local services, and a focus on improving education and outcomes for children and young people.

What does the Code say?

The Code gives a lot of background information about special educational needs. It is used to make sure a child has had appropriate help and support before the Local Education Authority will consider an Education and Health Care Plan (EHP).

At every stage Playgroup will liaise with Kineton Primary School or other settings attended by the child, to ensure the best approach and outcome for the child. The lead in delivering support under the Code may be taken by other settings if that is considered to be in the child's best interests.

Graduated Approach

Any team member may note concerns they have about a child and will discuss them with the SENDCo at the first opportunity. The SENDCo will discuss any concerns with the Manager before raising such concerns with the child's parents. After further discussion with the SENDCo, the child could be placed on the Additional Needs and Support register. However, the Manager remains responsible for the child's needs and special arrangements for the child are not usually necessary at this point.

After monitoring the child's progress very carefully, the team will review progress with the SENDCo and then this will be reviewed with parents. If things are going well, the child may remain at this stage or return to regular monitoring.

A similar procedure is carried out for children who are too old to come within the 'early years' definition, and who are attending school. In that case the lead may be taken by the school which has access to other external support agencies.

Many children stay at this stage because the help is effective and progress is being made. A child will have an IEP but the SENDCo becomes much more involved and shares the responsibility with child's key person in planning for individual needs.

If a child's needs are not able to be addressed by the specialist expertise at Playgroup, the parent's permission will be sought to involve 'external' agencies in either the diagnosis and/or support for the child. Playgroup can draw on the resources of IDS's pre-school advisory teachers as well as medical practitioners (including speech and language therapists). Reviews and updates will take place on a formal basis every half term, or as considered appropriate for the child, but parents will be kept updated on a daily basis when the child is picked up from the setting. If appropriate, and if more than one professional is involved, regular Early Support meetings for parents and all professionals will be held.

Again, a similar procedure will be followed for children who are older than the 'early years' definition.

Referral for Education and Health Care Plan

If a child really needs much more help than is given with the support of external agencies in order to cope with and benefit from Playgroup to their full potential, a referral for assessment will take place. It is the stage at which the LEA considers whether or not a child needs an EHCP. The LEA will require evidence of the support a child has already had and what progress they have made, formal comments from the child's parents and opinions from any specialists who have worked with the child. Unfortunately this process may take some time and can be frustrating for everyone but Playgroup will always work with the parent to inform them of the progress of the application. The LEA has a statutory timetable in which to complete this process.

Parents are entitled to ask the LEA to carry out an EHCP assessment themselves.

Again, a similar procedure will be followed for children who are older than the 'early years' definition.

EHCP

When children receive an EHCP, the review processes and specialist help continue in a similar way to 'Early Years Action Plus' but much more intensively. While full time adult help is very rare, there is likely to be more individual attention. To help the setting to provide properly for this, the LEA may allocate additional funding.

Additional Support and SEND register

The Additional Support register is an informal document and may simply record those children for whom a little extra support may be needed, often on a temporary basis eg to help settle in, after the birth of a sibling.

If it becomes apparent that more long term or specialist support is needed then, evidence needs to be collected, if appropriate, with the Health Visitor. Parents need to be informed if their child is going to be put on the SEND Register. Any referral to outside professionals is first discussed with parents and their input is invited and welcomed into any referral.

This should be done with great sensitivity, stating clearly what the specific concerns are and by stating what difference being on the register can make. The Manager or SENDCo should close the meeting leaving parents hopeful and reassured. IEPs should offer attainable challenges and be part of a differentiated programme that offers progression for the child.

The progress of each child on the SEND register should be reviewed at least every half term at a meeting between

- The Manager, SENDCo, any involved team member, parents and, if appropriate, the representatives of outside support agencies for children receiving extra support

Generally

- All children on the SEND register should have an appropriate plan for their own individual needs such as an IEP, a communication plan, a behaviour plan.
- Team members should constantly monitor progress towards the targets on the plan and report back to the rest of the team on a regular basis.
- If appropriate, a programme for behaviour management should be devised and adhered to by those working with the child and parents should be consulted during this process.
- Parents should be consulted on a daily basis if at all possible; a home-playgroup book can enhance this working partnership in a positive way in appropriate circumstances.
- Building up the self-esteem of a child with special educational needs is a key factor in helping them to progress.
- Parents must always be informed (by the Manager or SENDCo) when anyone is coming into the setting to observe their child.

Learning Environment

We provide a range of differentiated resources to promote equality of opportunity of access and achievement for all children at Playgroup (eg photographs, visual cue cards, multi-sensory resources, access to outdoor play, computer time). This will incorporate the Early Years Foundation Stage Curriculum for children at the appropriate age and developmental stage, and encourage access to wide-ranging resources in a rich learning environment.

Funding for SEND

Currently, the following support services and agencies are available 'free at source' :

- Speech and language therapy
- IDS specialist advisory teachers in the areas of disability, illness, sensory impairment (visual/hearing), communication disorders
- Certain other agencies such as social services

Additional funding may be provided to playgroup in certain circumstances.

Monitoring and Evaluating

Playgroup policy and practice will be monitored and evaluated on a regular basis at staff meetings where the SENDCo will report back to the team about any

current developments within the setting. Record keeping, effective curriculum delivery and parental involvement will be evaluated and early identification, assessment and planning will be discussed.

In-service Training and Professional Development

The Manager and/or SENDCo should attend appropriate training and meetings, as well as accessing the resources available from Kineton Primary School. It is the SENDCo's responsibility to disseminate information to the other team members.

Some in-house training will take place every term in professional development meetings. Playgroup staff may also take part in joint training meetings at Kineton Primary School. All members of staff are encouraged to attend training related to SEND matters.

All members of staff are involved in extending links with other services and agencies, which will develop their professional knowledge. Staff can access a range of relevant reading resources offering books and articles on special educational needs that are available for staff to borrow at any time. Links are being built where practitioners can increase their awareness of SEND development by attending relevant training and visiting other settings.

Partnership with Parents

Parents will be involved in all discussions and decision-making in relation to the educational provision and arrangements made to meet their child's individual needs.

Parents can arrange to speak to the Manager, SENDCo or any team member at any time and will be invited to attend review meetings.

We publicise and recommend 'KIDS Warwickshire (formerly SENDIAS and the Warwickshire Parent Partnership Service).

Links with Other Settings

Links with specialist early years and school age settings will be encouraged and a transition plan for each child moving from one setting to another will be formulated as and when required. Liaison with other settings where a child attends will be developed so that common approaches can be developed.

Records of individual's development and achievement will be passed on to another setting when the child leaves, with parental agreement.

Links with Support Services and Agencies

Links with support services and other agencies include visits from Health Visitors, IDS advisory teachers and the School Health Service. Advice and support are vital to the ongoing development of inclusion within our setting.

APPENDIX 1 – TERMS AND ABBREVIATIONS

The following terms and/or abbreviations may be used in the assessment, description and support of children's needs:

ASD	Autistic Spectrum Disorder
Developmental Delay	A child's needs are thought to be because of delay
Dyspraxia	Often poor coordination and/or difficulties with motor skills
EBD	Emotional/behavioural difficulties
EP	Educational psychologist
Fine motor skills	e.g. writing, drawing, and cutting
GLD	General learning difficulties
Gross motor skills	e.g. walking, running, balancing
IDS	Integrated Disability Service
IEP	Individual education plan
SENDCo	Special Educational Needs and Disability Coordinator
SLT /SALT	Speech and Language Therapist
SpLD	Specific learning difficulties
EHCP	Education and Health Care Plan; a formal document issued by the LEA specifying support for a child whose needs are 'severe and complex' (about 2% of all children). The LEA may provide extra resources as a result.