



Special Educational Needs / Disability Policy

We aim to provide an environment in which all children, including those with special educational needs and disabilities (SEND), are supported to reach their full potential.

We acknowledge that due to currently only operating for two days a week that the child's ,majority input will be gained from elsewhere, but we strive to support and maintain any strategies put in place by the child's parents/carers and other professional; who may be involved.

We view every child as an individual and as such assess the needs of each and every child on an individual basis with the parents and carers. A decision about the suitability of our provision for every child regardless of perceived special educational need is made by the WildTime Team leader, playgroup manager and parent/carer. We acknowledge that our physical environment may not be ideal for all children and strive to make decisions based on each and every child's best interests.

Aims

- We have regard for the DfE and DoH Special Educational Needs Code of Practice (2014)
- We comply with the Statutory Framework for Early Years Foundation Stage (2014).
- We comply with the Equality Act (2010)
- 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.

Methods

- We ensure that the provision for children with SEN is the responsibility of everyone at the setting.
- 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 but accept that there are limitations beyond our control, such as uneven woodland floors, cross country terrain and areas of high sensory impact
- We work closely with parents of children with SEN to create and maintain a positive partnership. We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education. We provide parents with information on sources of independent advice

and support e.g. The Special Educational Needs and Disability Information, Advice and Support Service (IASS) / Independent Parental Special Education Advice www.ipsea.org.uk / Contact a Family SEN Advice Service (0808 808 3555).

- We liaise with other professionals involved with children with SEN and their families, including transfer arrangements to other settings and schools.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs (see over page).
- We provide a broad and balanced curriculum for all children with SEN. We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN.
- We ensure that children with SEN are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN.
- We provide resources (human and financial) to implement our SEND policy.
- We ensure the privacy of children with SEN when intimate care is being provided.
- We will respect parent's/carer's rights to confidentiality when supporting children with special educational needs.

We will always discuss any possible referrals to other services with parents/carers to seek their agreement before we make such referrals. All meetings with parents/carers other than the normal parent staff contact will take place in private.

All staff will be aware of any Individual Support Plan (ISP) targets agreed for a child as they are all likely to be involved in supporting that child. However, all staff are also aware that their knowledge of these targets is privileged information which should not be shared with anyone without the permission of the parent/carer.

We ensure the effectiveness of our SEN provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually. We provide a complaints procedure.

The Graduated Approach as outlined in The SEND Code of Practice 0 – 25 years (2014):

Assess

- We use initial observations and assessments from staff, information received from external resources and/or parental concern to support early identification.

- We use on-going observational assessments linked to the Early Years Outcomes/Development Matters to support early identification of needs. Plan
- We use Individual Support Plans (ISPs) to agree targets, interventions and support for a child identified with special educational needs with a child-centred focus and outcomes underpinning and informing the content of the plan.
- The SENCO will liaise with the child's parents/carers, together with the child and external agencies, if appropriate, in planning new ISPs.
- We encourage parents/carers to attend ISP meetings.
- Key Person will be responsible for working with the child on a daily basis
- Our SENCO will support and oversee implementation of the ISPs.

Review

Request for Statutory Assessment

- If a child is not making expected progress we will discuss requesting a Statutory Assessment in consultation with the parents/carers and outside professionals.
 - The Local Authority (LA) considers the need for a statutory assessment via the Playgroup & Foundation Panel, and if appropriate a multi-disciplinary assessment will be made.
- Where the local authority decides to carry out an EHC plan needs assessment it will seek information from us about the child's needs. Education, Health & Care Plan (EHC Plan)
- EHC Plans will be reviewed at least every three to six months to ensure that provision continues to be appropriate.