

MOSS SIDE PLAYGROUP SPECIAL EDUCATIONAL NEEDS POLICY

**JANUARY 2017
Version 1.0**

Moss Side Playgroup

Special Educational Needs Policy

Policy Statement

Our S.E.N. policy identifies the importance of the early identification of any difficulties that a child may be experiencing in accessing the learning environment, in which we will provide a range of differentiated activities to meet all individual needs.

We recognise the need to develop and nurture a strong partnership with mothers, fathers and carers and will always consult with them primarily over any concerns regarding their child.

We have a strong commitment to Inclusion for all and will make reasonable adjustments in order to enable children with a disability and those with additional and Special Educational needs to fulfil their potential. All staff are familiar with Commitment 1.2 (Inclusive Practice) within the Theme (A Unique Child.) of the Early Years Foundation Stage framework.

Children's individual progress will be observed, monitored and recorded appropriately and if placed on the S.E.N. record, after consultation with parents, key workers will liaise closely with the SENCO to enable appropriate targets to be set.

The SENCO will take responsibility for liaising with other professionals, Speech and Language Therapist, Health Visitor, Outreach Support Teams, to ensure that any specialist services are accessed and that the setting continues to offer effective provision for the child.

The name of our Special Educational Needs Co-ordinator (SENCO) is Mrs Kersh Webster

The name of our Deputy SENCO is Mrs Sue Broadhurst

The SENCO'S role is to:

- Ensure that the setting's practice reflects the above objectives of the S.E.N. policy.
- Ensure that all staff are familiar with this practice as stated in the policy and that new staff are inducted appropriately so as to be confident with policy and procedure for early identification of any difficulties.
- Discuss any concerns in the first instance with parents and agree a plan of action, together with the child's parents and key worker to set appropriate targets, make reasonable adjustments to the environment and provide any necessary support for parents and practitioners.
- Establish and maintain an S.E.N. record.

- Promote an effective relationship with mothers, fathers and carers of children with S.E.N. and disabilities.
- Liaise with other professionals and outside agencies.
- Promote staff development with regard to S.E.N. and disabilities.
- Monitor the S.E.N. policy, setting appropriate dates for evaluation/review, ensuring that this is shared with all staff.
- Contribute to any written reports to parents.

The admissions arrangements for children with SEN are:

- Our Admissions Policy indicates that all children are welcome to join us from the age of 2 years.
- Parents are invited to view the nursery and receive a comprehensive information pack prior to registering with the nursery.
- During the registration process parents are invited to share information about their child's individual needs and also during the pre-visit sessions.
- We ask for parent's help in providing information about their child, and any additional needs identified during the registration process are discussed with the SENCO and the child's key person in order that any changes to staff ratios, length of sessions and access to the physical environment can be made. This sharing of information enables the

setting to explore with parents and any other professionals involved, how we can provide most effectively for the child.

Specialist facilities and staffing:

- The setting is accessible in all areas for children who have disabilities. The front entrance is level and the doorways throughout the setting are wide.
- There is a disabled toilet in the setting that is equipped with hand rails that can be raised and lowered to facilitate wheelchair access.
- The Setting receives Additional Educational Needs (**AEN**) funding which we use to support the inclusion of children with SEND within our setting. This enables us to enhance our resources and to increase our ratios, to meet any additional needs that our children may have.
- The SENCO and the practitioners are experienced and well supported in providing for the needs of children with additional needs. All practitioners attend appropriate training, depending on the needs of children.
- We have practitioners who have received training in supporting children Speech and Language difficulties, including English as an Additional Language.

Resources we provide for children with SEN:

- We provide a range of differentiated resources and equipment to meet a range of individual needs. We aim to liaise with mothers, fathers and carers and any other professionals to find if there is a need for additional specialist equipment.

- Planning/activities are differentiated to include all children.
- We provide a range of resources, equipment and learning experiences that reflect the diversity within the setting.
- Minimum staff/child ratios are always maintained however additional staff are employed to ensure that children with S.E.N. and disabilities are able to access the environment and learning opportunities.

Identification and Assessment and Review of children with SEN:

- We have regard for the Code of Practice on the Identification and Assessment of Special Educational Needs.
- The Setting staff work within the Framework of the EYFS and will take all necessary steps to safeguard and promote the welfare of children as set out on page 25 (Equality of Opportunities) in the 'Statutory Framework for the Early Years Foundation Stage'
- We have adopted the 3-phase model and the practice of our setting is described through these stages:

Wave One

- Observations of children during play identify any child who is having difficulty and ensures that the appropriate action to meet the child's needs is put into place. The Child's name will be placed on the S.E.N.

Code of Practice record after consultation with parents/carers. Advice may now be sought from Health Visitors, S.E.N. Inclusion Teacher., etc. Key workers will continue to observe and record their concerns, which will be shared with and supported by the SENCO and Parents. The SENCO, in agreement with parents, will decide on the action to be taken, eg., further observation, differentiated curriculum, individual Play / Learning Plan and will organise a review meeting.

- The review meeting will decide whether the action taken has enabled the child to meet the targets agreed in the Play/Learning Plan, in which case, monitoring may continue or the child will be removed from the record. If the child has not made progress, and once again in agreement with parents, other agencies may be involved.

Wave Two

- At this stage the child will be receiving assistance from a Speech and Language Therapist. The SENCO will liaise with the Therapist to identify external support that is required, dependent upon the needs of the child.
- A planning meeting will be arranged and in consultation with parents/Speech and Language Therapist/SENCO, decisions will be made as to the appropriate action to be taken. Regular meetings will be held and advice given as to the best way to meet the child's needs. The Speech and Language Therapist may provide a Care Episode Plan containing strategies for parents and staff to follow.

Wave 3

- At this stage the child and their parents will be receiving assistance and advice from a variety of different professionals. The SENCO will liaise with these professionals to identify external support that is required, dependent upon the needs of the child.

- An initial meeting will be arranged in consultation with parents/professionals involved with the care of the child/SENCO. At these, professionals will have suggestions on how best to meet the child's needs and record their responses and interactions. A Targeted Learning Plan will be written which will identify future learning needs and set meaningful targets. A future review meeting date will be arranged.
- The review meeting will discuss how successful the strategies have been in enabling the child to progress and whether to return the child to Wave one or two, guided by advice from other professionals, or to seek assessment from an Educational Psychologist or Paediatrician who will carry out a formal developmental assessment on the child, usually at the setting, during play. Following this assessment the Setting may then make a request to the Early Years Panel for Additional Inclusion support.

3. Statutory Assessment.

- The Local Authority (LA.) carries out an assessment and provides the child with a Statement of Special Educational Need. The arrangements for statutory assessment are set out in law and are detailed in the Code of Practice.
- All of the information gathered on the child is considered by the LA. who will decide if the child should have a Statement of S.E.N.
- If it is thought that a Statement is unnecessary, the child will remain at Wave 3.
- However, if the LA. decide that a Statement of Special Educational Needs is to be proposed, it will set out aims/objectives for the child and will specify the provision required to meet those needs. Parents and the setting will be able to add their comments before the final Statement is set out.
- The SENCO will be responsible for reviewing the Statement at 6 monthly intervals, following guidance from the Local Authority.

We plan our Early Years Curriculum (with access to the Early Years Foundation Stage), to include children with SEN and disabilities, as follows:

- Staff are deployed in order that they are able to provide the necessary support for all children to have first hand experience with the learning environment. Teaching styles are adapted and changed to facilitate learning activities being delivered to children's individual learning preferences and needs. Staff respond confidently to children's preferred learning styles, recognising that children learn in different ways and using all of their senses.
- All children are provided with stimulating and challenging experiences, based on their individual interests/experiences.
- Individual children are planned for using information from parents' knowledge of their child, advice from other professionals and observations of children as they explore the environment. Future learning experiences are planned for as a direct result of what has been observed, parents are invited to comment upon these observations as they happen. Each child's "Learning Journey" highlights their individual preferences and future planning therefore, is unique to each child. These observations include any comments that the child has made about the observation or their play.
- Parents are also invited into the setting to share their interest/hobbies with groups of children and home/link activities are provided.

Our learning environment provides the following opportunities for all children to be included in the setting as a whole:

- The physical environment is arranged in order that all areas and equipment are easily accessible, chairs are removed in the main play areas so that children are able to move safely and access all activities.

- Specialist equipment can be accessed via close links with outside agencies.
- Trips and visits are planned and the risk assessment ensures that all children are able to access the site, transport and facilities, whilst extra staff accompany children on all outings. (Staff to child ratio 1:4 and additional staff/parents accompany children who have additional needs if necessary)
- Staff act as excellent role models, sharing activities with children, providing opportunities for children to play alone, with peers and/or adults through a range of differentiated experiences and resources.
- Quiet areas with cushions and soft settees provide time for calm and peace to balance the busy outdoors with various sizes of climbing and balancing equipment, music area, water play, sand play and mark making areas, etc. All areas of the continuous provision are available to children, indoors and out, and are offered on different levels, eg, all outdoor/indoor experiences are offered in a variety of ways to meet the physical needs and interests of the children.
- A visual timetable is accessible to the children, as are picture prompts around the room to help them to find the different areas. Simple augmentative sign language is used frequently to the whole group, particularly during routines such as carpet and snack times.
- All children's contributions are recognised and valued by the staff and their achievements are celebrated.

We monitor and evaluate our SEN policy as follows:

- The S.E.N. Policy is reviewed annually, in line with all other policies and Procedures, at the end of the Summer Term.

- The SENCO has responsibility for integrating new information into the policy and sharing this with all staff.
- Advice is taken from other agencies, eg., S.E.N. Inclusion Teacher.

In evaluating and reviewing the policy, consideration will be given to:

- How well children's difficulties have been identified.
- How children's individual targets have been met.
- How efficient has record keeping been in tracking a child's progress.
- How the curriculum has enabled children to access a broad range of activities and experiences.
- How information has been shared with parents.
- How confident are staff in the early identification, assessment and planning for children with S.E.N. and disabilities.

Complaints about our SEN provision are dealt with as follows:

- The designated person who will deal with complaints is Mrs Kersh Webster (SENCO) / Nursery Manager and Mrs Sue Broadhurst Deputy SENCO/Deputy Manager
- A copy of the complaints procedure is displayed on the parental information boards in the entrance hall. Copies of all policies and procedures are available on the website and on request in the setting.

Information about the setting's staffing policies and partnership with other professionals and agencies.

SEN Training:

- The SENCO has attended training in relation to personal professional development and updates this as required. The SENCO identifies any

areas of training related to S.E.N. for all staff and arranges that training on their behalf.

- The practitioners have access to relevant literature to further enhance their own knowledge of working with children with additional needs, highlighting the many different areas of S.E.N. Regular staff meetings encourage all staff to discuss practice, policy and procedures.
- The IDP training programmes are used regularly during staff meetings.

Staff SEN Training

- The SENCO (Kersh Webster) has been trained in Identifying and Supporting Children with Additional Needs, Supporting children with Speech, Language and Communication difficulties and, Multi Agency Team.
- All staff have attended in-house training on the IDP's for Speech and Language, Behaviour Management and Autism.
- All staff have completed the Early Years Foundation Stage workshops, and in doing so have reflected on the importance of "The Unique Child" and his or her family.
- All staff have completed the Level 1 Common Assessment Framework (CAF) online training. The manager and SENCO have completed Level 2 training.

Partnership with Mothers, Fathers and Carers:

- From the very first visit, we value a strong relationship with mothers, fathers and carers, seeing them as the most knowledgeable source of information about their child. In nurturing this vital link and speaking with parents daily, there are many opportunities to share information, particularly important when a child is having difficulties.

- Parental consent will always be requested before any contact is made with any other professionals regarding their child.
- Parents will be invited to attend all consultations with other professionals and will hopefully contribute to any decisions made in relation to meeting their child's needs.
- The child's progress will be shared verbally at the end of any session and by sharing written records on which mothers; fathers or carers can add their own comment.

Links with other early years settings:

- The setting works closely with local primary schools to prepare all children for the transition to reception class. For children moving between Early Years settings, visits from staff at their new setting and accompanied by staff from this setting are arranged in order that information is shared so that any preparations can be made.
- Once again, parental consent is always sought before sharing information regarding any individual child.

Links with other support services and other agencies:

- The setting enjoys strong links with the S.E.N. Inclusion Teacher who supports the SENCO in identifying strategies and targets for individual children. A "Request for Guidance," (with parents' written permission)

permits the setting to deploy a professional who will observe an individual child, giving advice with regard to any further specialist support that he or she may need. Speech and Language Therapists visit the setting, to play alongside children whilst sharing advice on how best to support communication difficulties. Educational Psychologists visit to carry out more specific observations of individual children during their usual routines, again parental consent will have been given before any external advice is sought.

S.E.N. Policy Review Record.

Updated: January 2017

ANNUAL REVIEW

The Chair of the Committee will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of Moss Side Playgroup

SignedDate (Chair of Committee)

SignedDate (Manager)

COMPILED	VERSION	DATE	EDITOR
APPROVED			
REVIEWED			
REVISED			
Compiled	1.0	January 17	Kersh Webster/EYFS Staff
Approved			

