

# Mitchell Walk Playgroup

## Special Educational Needs / Disability Policy

### Statement of intent

We provide an environment in which all children are supported to reach their full potential.

The Education Act 1996 says that '*a child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.*' It also says that '*a disability, which prevents or hinders them from making use of education facilities*', amounts to a learning difficulty if it calls for special educational provision to be made. Special educational provision is provision that is additional to or otherwise different from that normally available in the area to children of the same age.

### Aims

- We have regard for the DfES Special Educational Needs (SEN) Code of Practice.
- Practitioners (and management committee) help support parents and children with additional learning needs or SEN.
- We identify the specific needs of children with SEN/disabilities and meet those needs through an appropriate support system (Individual Education Plans, Individual Behaviour Plans, Care Plans)
- We work in partnership with parents, other settings and agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.
- We have a statement of provision (see appendix 1)

### Methods

- We designate one members of staff to be special educational needs co-ordinators (SENCOs) and give their name to parents.
- The supervisor ensures that all staff are advised of a child's needs if known, before they enter the setting and arranges additional training or support for practitioners as required, liaising with the SENCO's and family as appropriate.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and

opportunity. If it is felt that a child's needs cannot be met in playgroup without the additional support of a practitioner, specialist training or equipment, funding will be sought to meet these needs.

- We ensure that our physical environment is as far as possible suitable for all children.
- We work closely with parents of children with SEN/disabilities to create and maintain a positive, working partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education and seek to explain the system.
- We seek to provide parents with information or sources of independent advice and support if appropriate.
- We liaise with other professionals involved with children with SEN/disabilities 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 appendix 2)
- We provide a broad and balanced curriculum for all children.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We follow the guidance of an Early Years Learning Support Teacher when planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans (IEPs) or Individual Behaviour Plans (IBPs) with a child's family.
- We ensure that children are appropriately involved at all stages of the graduated response system, taking into account their levels of ability.
- We use an accessible system for keeping records of the assessment, planning, provision and review for children.
- We provide resources (human, physical and financial) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We seek training for practitioners and volunteers as needed. Awareness is raised through our Staff Hand Book and Child Welfare Development Council (CWDC) Induction Programme.
- If a child has any medical needs that might require treatment or therapy, staff must have received training before the child is admitted.

### **Effective Practice**

- Where we feel we are not fully able to meet a child's specific need (or continue to

meet that of others in our setting) we may seek to defer entry whilst the appropriate infrastructure is put in place i.e training, funding, acquisition of resources or necessary adaptation to the physical environment.

- We ensure the effectiveness of our SEN/disability 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 (when available).

## **Appendix 1: Statement of Provision**

Mitchell Walk Playgroup offers an inclusive admissions policy for its Early Years Education Provision. We aim to support the individual learning, physical, behavioural and emotional needs of each child in our care, working alongside their families and other agencies we aim to deliver the high standard of education and care every child deserves.

Through the key person's system, we make observations and assessments about all the children in our care. We may feel it is appropriate to monitor the specific progress of individual children and do so with the knowledge and consent of parents via our settings systems.

After an agreed review period, we may seek further support and advice from the Early Years Learning Support Teacher (in consultation with parents) and begin to move towards a more formal process of assessment and review.

Additional support may be also sought through the CAF system to ensure that all professional bodies work together to facilitate the child's early years education. When a child enters the setting with a known educational or behavioural need, we will work with the appropriate professional agencies and family to ensure that the child's individual needs are met, seeking additional staff support, funding, resources or training as required.

Where a child attends more than one setting, we will, again with consent, liaise with other organisations to ensure best practice in continuity of care.

Special Educational Needs

## **Appendix 2: Graduated Response System Model Overview**

It is possible for a child to remain at one stage of the model or to no longer need support. It can take a few years to travel from initial concerns to a full Statement of Educational Need

### **Observation and assessment procedures (monitoring)**

Dialogue with parents and potential concerns advised to LST and/or other professionals  
Child's progress monitored closely, usually with regard to one specific area of concern.

### **Early Years Action**

On going dialogue with child, parents and LST (possible referral via CAF)  
A IEP/IBP may be produced to support the child using three or four agreed achievable, specific targets which are reviewed after an agreed interval. Further IEP's/IBP's may be written

**Early Years Action Plus**

Continuing dialogue with child, parents, LST and other professional agencies. IEP's and IBP's continue as appropriate and are reviewed. The next step in this process may be to seek the advise of an EP (Ed Psychologist)

**Statement of Educational Need**

A written statement of need and provision is issued identifying specific learning needs and where appropriate making recommendations of provision for specialised education or additional funding to meet a child's needs. Case will be put before a review panel to assess need. Process of dialogue and monitoring continues.

- LST (learning support teacher)
- CAF (common assessment framework)
- IEP (individual educational plan)
- IBP (individual behaviour plan)
- SEN (special educational needs)

This SEN Policy was adopted at a meeting of Mitchell Walk Playgroup held on

Date:

Signed on behalf of the Mitchell Walk Playgroup Management Committee:

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Name: .....

Role: .....

To be reviewed on (date):

This SEN Policy was reviewed / updated on

Date:

Signed on behalf of the Mitchell Walk Playgroup Management Committee:

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Name: .....

Role: .....

To be reviewed on (date):

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