



Supporting children with Special Educational Needs & Disabilities

Policy Statement

At The Play Cabin we provide an environment in which all children with special educational needs or disabilities (SEND) are supported to reach their full potential.

Procedures

- We have regard for the DFES Special Educational Needs Code of Practice (2014).
- We follow the safeguarding requirements and welfare requirements of the Early Years Foundation Stage.
- We promote equality of opportunity for disabled children; have regard for the Equality Act 2010 and make reasonable adjustments to ensure children with disabilities are not disadvantaged.
- We work with external agencies and other professionals to ensure children with medical conditions are supported and their needs met.
- We support children with special educational needs and/or disabilities (SEND) to ensure their individual needs are met and that they have full access to the curriculum.
- We support parents/carers of children with SEND and work in partnership with them enabling them to take an active role in their child's education.
- We inform parents of the 'local offer' to ensure they are aware of support that is available.
- We identify specific needs of children with SEND and meet those needs through a range of SEND strategies.
- We involve other professionals, agencies and specialists that are matched to children's areas of need e.g. health visitor, speech and language therapists etc. to identify strategies.
- We monitor and review our policy, practice and provision to ensure it is effective and make adjustments if necessary.

Admission Policy

Children are admitted to The Play Cabin through self-referral on the open waiting list. When a child reaches the top of the list a place is offered. **We welcome all children and families into the school and the presence or absence of special educational needs or disabilities is not a factor in the allocation of a place.** We ensure that our inclusive admissions practice offers equality of access and opportunity.



Parents/carers of children with special educational needs should approach the Special Educational Needs and Disabilities Coordinator (SENCO) for more information and to discuss how their child's needs can be met.

Premises/Resources

The premises are situated over one level with sloped entrances allowing easy access to children and their families with disabilities. We have a disabled toilet on site to provide maximum privacy around personal care.

Consideration is given to the needs of the children when decisions regarding the building and purchasing of equipment are made. We have a wide range of toys and equipment for all ages and stages of development. We seek out access to specialist equipment or materials where necessary. We provide materials relating to children's interests and abilities.

Roles and Responsibilities

The Special Educational Needs and Disabilities Co-ordinators (SENCO's) are Luisa Bellavita and Nadia Viva. The SENCO's are responsible for all aspects of Special Educational Needs and Disabilities within the setting. They:

- Give advice and support to staff about all aspects of SEND and ensure that they are aware of their responsibility to the provision for children with SEND.
- Assist staff in the identification of any child who may be experiencing difficulties in learning.
- Ensure that background information is collected, recorded and updated.
- Ensure that appropriate plans are in place and are regularly reviewed.
- Take the lead in further assessment of a child's strengths and weaknesses to guide future planning to meet the child's needs.
- Take the lead in monitoring and reviewing any action taken to support the child.
- Ensure that appropriate records are kept for children receiving 'SEND support' or who have an 'Education, Health and Care Plan'.
- Co-ordinate meetings and liaise with parents and any other professionals.
- Provide information and referrals to appropriate agencies.
- Ensure that the provision for children with SEND is the responsibility of all members of the setting.
- Staff are committed to enhancing their training and knowledge in response to the individual needs of the children. The SENCO will ensure that staff are aware of and attend any relevant training. The SENCO also attends regular training to ensure that their practice and knowledge is up to date.
- The SENCO receives advice and guidance from the Area Inclusion Coordinator.



SEND support

The SEND Code of Practice 2014 emphasises the importance of early identification of special educational needs. We work closely with parents and listen to any concerns they may have about their child's development. Children's concerns are also listened to and addressed. We ensure parents are involved and informed at all stages of assessment, planning, provision and review of their child's education to create and maintain a positive partnership. We use the graduated approach with four stages of action. These are:

Assess:

- Our 2 year old progress check carried out a few weeks before a child's third birthday enables us to review children's progress identifying strengths and any areas where the child's progress is slower than expected or gives cause for concern.
- For children whose first language is not English, all aspects of the child's learning and development will be looked at to establish whether any delay is related to learning English as an additional language or if it arises from SEND.
- Key persons discuss any difficulties or concerns with the SENCO and the child's parents.
- We discuss with and involve parents in further planning and carrying out any appropriate support felt necessary. This is reviewed regularly to ensure support is matched to the need and to discuss progress.
- With parental permission intervention may include more specialist assessment from health visitors, educational psychologists, portage workers, speech and language therapists, specialist teachers or other agencies from beyond the setting.
- Key persons observe, monitor and review the progress and development for all children throughout their time in our setting.

Plan:

- Where the practitioner and SENCO agree and in consultation with parents if it is agreed to provide SEND support then a plan will be put in place.
- Children's SEND are generally thought of in four broad areas of need and support, these are: communication and interaction, cognition and learning, social, emotional and mental health and sensory and/or physical needs. These areas give an overview of the range of needs that may be planned for.
- The plan will detail the outcomes being sought, the interventions and support put in place, the expected impact on the child's progress, development or behaviour and a date for review.
- We involve children at all stages where possible, taking into account their level of ability.



- The support and intervention decided will be based on the observations of the child carried out by the key person and is selected to meet to meet the outcomes identified for the child.
- Any staff development needs are identified and addressed.
- Parents are given a copy of the plan.

Do:

- The child's key person remains responsible for working with the child on a daily basis and keeps parents informed.
- The SENCO will support and oversee the implementation of the interventions as agreed as a part of SEN support.
- The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review:

- The effectiveness of the support and its impact on the child's progress is reviewed on an agreed date.
- The key person and the SENCO working with the child's parents evaluate the impact and quality of the support. The views of the child are taken into account where possible.
- Any changes to the outcomes and support for the child will be agreed in light of the child's progress and development.
- Parents are involved in planning the next steps and given copies of the plans.
- Where a child has not made expected progress despite the action taken to meet their needs a request for and education, health and care needs assessment will be considered.
- Where a child has a Education, Health and Care plan (EHC plan) this will usually be reviewed by the local authority at a minimum of 12 monthly. We can however work with the local authority as part of the review.

Record Keeping

Children's plans, records of progress and reviews etc. are confidential and kept in a lockable cupboard. We liaise and share information with other professionals involved with children with SEND and their families.



Transition

The Play Cabin will liaise with the child's next school to exchange and share information about the child and their progress to ensure the transition is as smooth as possible. With the parent/carers consent we will:

- Arrange a planning meeting to share strategies and ways of working, which will include any resources used.
- Encourage the parent/carer to visit the new school with the child so that the environment becomes more familiar.
- Pass on any reports and records.
- Review the SEN support being provided or the EHC plan if necessary.

Further guidance

- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage Statutory Framework (DfE 2017)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- Working Together to Safeguard Children (DfE 2013)
- Special Educational Needs and Disability Code of Practice for the Early Years (2014)