

SEND POLICY

At The Community Playgroups we will aim to have regard for the *DfES Special Educational Needs Code of Practice* and also to the guidance supplied to our setting by the National Standards and the Requirements of the Nursery Free Entitlement Funding.

We aim to provide a welcoming, stimulating environment where **all** children can learn by using the appropriate equipment and where they can engage in appropriate activities and learning opportunities.

General Information

The aims and objectives of our SEND policy are:

- That we recognise the importance of identifying any Special Educational Needs early
- That we will meet the needs of the child with Special Educational Needs through planning, assessment and recording
- That we will ensure access to the EYFS Curriculum Document through differentiation and will enable all the children access to appropriate learning
- That we will work with parents as partners giving attention to their views and wishes concerning the needs of their child
- That we will, as far as possible, take into account the wishes of the child

The Special Educational Needs Coordinator

Gemma Pike

Document last revised: July 2018

Next review date: July 2019

The SENCOs role is to:

1. Arrange meeting with parents or carers and other professionals to inform them of issues regarding their child who may have Special Educational Needs.
2. Advise and support other practitioners in the setting.
3. Ensure that appropriate Individual Education Plans are in place liaising with the Key Person.
4. Ensure that relevant background information about individual children with Special Educational Needs is collected, recorded and updated.
5. Take day to day responsibility for the implementation of the SEND policy and provision.
6. Monitor the SEND policy and updating it as necessary.
7. Keep up to date with the new developments by attending relevant courses/training.

Information regarding the Identification, Assessment and Provision for children with Special Educational Needs

Identification, Assessment and Review arrangements for children with Special Educational Needs

The Community Playgroups respond to initial triggers of concern by the Key Person discussing their concerns with the SENCO. The SENCO and the Key Person will then speak with Parents or Carers after a period of close observation.

Evidence is collected by means of observations and staff consultations, and will be presented to the parents by the appointed SENCO and the Key Person.

Early Years Action

It is the procedure at The Community Playgroups for the SENCO to discuss with the Key Person, who will then meet with the Parents or Carers to seek agreement to monitor and assess the child's needs further. Evidence is collected using clear objective balanced observations, which will highlight issues that may give cause for concern.

The Community Playgroups differentiate the curriculum, adapting planning, and the delivery to suit the child's individual needs. We write IEP's (Individual Education Plans) using S.M.A.R.T. (Specific, Measurable, Achievable, Relevant, and Time Bound) Targets.

Document last revised: July 2018

Next review date: July 2019

The SENCO and the Key Person, in agreement with the Parents or Carers, will set specific review dates to monitor and review the learning outcomes and progress of the child. Reviews will be scheduled for at least three times per year.

Early Years Action Plus

The procedure at The Community Playgroups is for the Key Person to continue to collect and collate evidence, which will then be passed onto the SENCO. The Key Person and SENCO will discuss/review with parents or carers to affirm permission to involve outside agencies, which offer further support to the child within The Community Playgroups. The Key Person and the SENCO will liaise and review the child's progress linking with other agencies to assist with the assessment to support and address the needs of the child.

Children who may have Special Educational Needs; planning a broad and balanced curriculum

The Community Playgroups will adapt all activities to include each and every child. This may involve obtaining specific resources, or using outside agencies for guidance and advice.

The progress of all children will be monitored and recorded by means of observation. Each child will have their personal record updated, and their progress will be reviewed on their IEP's.

Teaching styles are adapted to suit the individual needs of the child, and this is actioned through staff training and by using specialist workers.

Arrangements for the transition of a child with Special Educational Needs to another setting

With parental permission, the child's Key Person will contact the new setting and organise a transition meeting. Our records and observations showing the progress of the child will be passed on to the child's new setting, and transition days will be organised in order for the child to visit their new setting with their Key Person and parent.

Document last revised: July 2018

Next review date: July 2019

Arrangements for the inclusion of children who may have Special Educational Needs

All planned activities at The Community Playgroups can be adapted to include all children. They are carefully planned, and provisions are made to support every child's needs. Specialist equipment may be obtained in advance if required.

Complaints about the Special Educational Needs provision

The initial complaint must be made to the child's Key Person, who will then inform the SENCO and the Playgroup Manager. If the complaint is not resolved to the complainant's satisfaction, then they must approach the SENCO or the Playgroup Manager directly. At this point, if the complainant is still concerned, they must then contact Ofsted on 0300 123 1231, or write to them at:

Early Years
National Business Unit
Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD