



St Thomas More Playgroup

Special Educational Needs and Disabilities Policy (SEND)

Aim: To provide the early identification of needs and the timely provision of appropriate support, together with high aspirations, to ensure that any children in our care who have SEN or disabilities achieve well and reach their full potential.

As an OFSTED Registered ChildCare setting, we have a responsibility to recognise, identify and support children who have a Special Educational Need or Disability. We aim to work in partnership with Parents/Carers and other agencies in planning for, and meeting children's special educational needs or disabilities within the setting. Staff are aware of the fact that some children may come to the setting with known challenges to their development and learning. However, other children's needs may emerge as they spend more time at the setting.

Staff are aware of the SEND Code of Practice, which describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities.

These include:

- taking into account the views of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

The Early Years Guide to the 0-25 SEND Code of Practice (September 2014) states the following: "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review."

Prior to children starting at the playgroup, a detailed application form will be completed and if felt necessary a meeting with staff and parents/carers and outside agencies (if involved) can be arranged in order for as much information as possible to be shared about the child.

On entry to the playgroup staff will complete an 'On Entry' Assessment using the Tracking Grid for the Early Years Outcomes. We will also work alongside parents and carers to identify ages and stages of development in the different areas of learning outlined in the EYFS.

Children will be offered a broad and balanced curriculum. Planned activities that are differentiated to meet the individual needs and learning styles of individual children will be carried out. Staff will also provide a range of appropriate resources to help support the children's learning and needs. Children will be assessed on a regular basis and their progress monitored at least every 4-6 weeks.

If a child is not making the expected progress, any early concerns will be identified and activities will be targeted specifically at the child's needs. Any concerns will be discussed with parents and carers in a sensitive and professional manner. The child's progress will continue to be carefully

monitored. Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, (alongside the parents/carers) staff will consider involving the appropriate professionals. Staff will adopt a graduated approach in response to children who have Special Educational Needs or Disabilities incorporating four stages of action: assess, plan, do and review.

I will adhere to the following statement also taken from The Early Years Guide to the 0-25 SEND Code of Practice (September 2014)

"Where, despite the early years provider having taken relevant and purposeful action to identify, assess and meet the SEN of a child, the child has not made expected progress, the provider could bring that child to the attention of the local authority, if they think an Education, Health and Care needs assessment might be necessary. This should be done with the knowledge and, where possible, agreement of the child's parent." When a child is moving into a new setting or starting school staff will liaise with other professionals and the receiving setting/school. In order to ensure a smooth transition, staff will provide a review of the SEN support being provided or the Education, Health and Care plan that the child is on. Staff will agree with parents and carers the information that will be shared as part of the transition process.

All staff will attend further training courses to develop their skills and understanding in relation to caring for children with Special Educational Needs and Disabilities.

EYFS Links: Assessment, The Areas of Learning and Development, Equal Opportunities, Information and Records.

Policy Date: September 2018

Date: September 2019