

SPECIAL EDUCATIONAL NEEDS POLICY.

Please also refer to our Child Protection Policy, Behaviour Management, Code of Conduct, Physical Code of Conduct, Confidentiality, and Data Protection

Legislation

- **The Special Educational Needs and Disability Regulations 2014**
- **The Special Educational Needs (Personal Budgets) Regulations 2014**
- **The Special Educational Needs and Disability (Detained Persons) Regulations 2015**
- **The Children and Families Act 2014 (Transitional and Saving Provisions)(No 2) Order 2014**
- **Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)**
- **Working Together to Safeguard Children (2013):** Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- **The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers):** Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
- **Equality Act 2010: Advice for schools:** Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
- **Reasonable adjustments for disabled pupils (2012):** Technical guidance from the Equality and Human Rights Commission
- **Supporting pupils at school with medical conditions (2014):** statutory guidance from the Department for Education
- **The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)**

Our Playgroup aims to provide welcome and appropriate learning opportunities, for all children.

Children with special needs, like all other children, will be admitted to Playgroup after consultation between parents/carers, the Supervisor and SENCO. Advice may be sought from the Area SEND team.

A child has special educational needs if

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis. If a child's progress is significantly slow when the two-year-old check is done or during later assessments, we will inform parents and work together to draw up a targeted plan, involving other professionals such as the area SEND team, or health visitor. The key worker will implement the plan with support and monitoring from the SENCO. The plan will be regularly reviewed. Our approach will be a graduated one of assess, plan, do and review and will

- Take into consideration the parents and child's views at every stage.
- Be based on have high ambitions and challenging targets
- track progress towards goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

If it is felt that a child's needs cannot be met at Playgroup without the support of a one-to-one worker, funding will be sought to employ a suitable person.

We work in liaison with specialists outside the setting including the Area SEND team, speech therapists, health visitors, psychologists, social workers, paediatricians and portage workers, to meet children's specific needs.

Where, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care needs assessment.

We will help review the local offer with Wiltshire Council and help parents and carers access the support and services they need.

We will support the transition to school by sharing information and the targeted plan with the receiving school.

If necessary, playgroup activities will be adapted to ensure that any child with special educational needs can be fully included in the group.

Staff attend, wherever possible, in-service training on special needs arranged by the Wiltshire County Council Professional Development Team.

In agreed circumstances physical restraint may be necessary in order to enable the child to fully access the curriculum or to protect themselves or others from harm. Where this is the case we will follow the national guidelines and Parents/Carers will be informed. A record will be kept in the child's file and the physical intervention record will be completed.

There will be a named member of staff responsible for the SENCO role. This is currently Yvonne Jenkinson. The SENCO will support and train all other members of staff concerning SEN and will liaise with the area SEND team.

If any Parent/Carer has special needs the playgroup will be as flexible as possible in ensuring they have full access to, and information about all aspects of Playgroup.

Confidentiality will be maintained at all times.

