

## **Special Educational Needs and Disability Policy**

### **Policy Statement**

At TLC we believe that every child should have the best possible learning opportunities, therefore we are committed to the inclusion of children with Special Educational Needs and Disability. As a setting we will offer each child the appropriate care and support they need in order to develop to their individual potential. The setting will work in partnership with parents, as we understand the importance of shared care and education to ensure each child reaches their full potential.

Each child will have full access to the Early Years Foundation Stage. We will monitor and assess our environment and resources in order to meet the requirements of each child. We will provide an environment where respect and acceptance of others with diverse needs is fostered and encouraged. Educational programs that account for children's diverse and individual needs will be provided through offering activities that are appropriate and differentiated according to individual needs. Practitioners will ensure that children with Special Educational Needs and Disabilities engage in the activities of setting alongside children who do not have Special Educational Needs.

The setting will ensure we work in line with the requirements of the Special Educational Needs and Disability Code of Practice 2014: 0-25 years old, the Disability Discrimination Act 1995 and The Children's and Families Act 2014. We will make all reasonable adjustments to ensure that all children including those who have a disability or Special Educational Needs are included, valued and supported so that they can fulfil their potential. Staff work within the Framework of the Early Years Foundation Stage and will take all necessary steps to safeguard and promote the welfare of children.

### **Mission Statement**

We offer a safe, caring environment, which encourages children to play and explore. All areas of children's learning and development are supported through observation, assessment and planning. Children and families are valued and respected by our dedicated team, who cater for all individual needs, ensuring we maintain inclusive practice at all times. We promote positive relationships and see parents as partners within our setting. Through our key person approach our friendly staff support and encourage individuals, enabling them to reach their full potential, feel loved and understood, and promote their health and well-being at all times.

### **Equality and Diversity**

The setting believes in and is committed to equality of opportunity. The setting does this by offering a wide range of resources and opportunities to ensure positive learning experiences for all children within our care regardless of their ability, gender, culture, religion, ethnicity, home language or any additional needs a child may have. We fully implement the setting's Equality and Diversity policy.

## **Definition of Special Educational Needs and Disability**

Children have Special Educational Needs if they have a learning difficulty, which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

*(Section 5 Special Educational Needs and Disability Code of Practice 2014)*

The DDA (Disability Discrimination Act) 1995 and the Special Educational Needs and Disability code of practice 2014, "make it unlawful to treat disabled people less favorably than others. They also require service providers to make reasonable adjustments to service provision and the physical features of premises to overcome barriers to access. This includes the standards of service, manner of provision as well as access to provision"

## **Early Identification**

Parents' early observations of their child are crucial. Parents are asked during registration to fill out a starting point document which evidences their child development so far. The child's key person will then monitor and carry out development assessments using the Early Years Foundation Stage with all children and regularly provide parents with reports to review progress this will be a short written summary of their child's development. These reviews/reports will identify the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns practitioners should develop a targeted plan to support the child.

Where a child does appear to be behind expected levels, or where a child's progress gives cause for concern, the key person will consider all the information about the child's learning and development from within and beyond the setting, the key person will particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. A delay in learning and development or behaviour may or may not indicate that a child has Special Educational Needs. All information will be considered including factors such as communication difficulty, housing, family or other domestic circumstances that may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

Identifying and assessing young children where first language is not English will be carried out with particular care. The key person will look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from Special Educational Needs or Disability. Difficulties related solely to learning English as an additional language are not Special Educational Needs.

Parents know their children best and it is important that they feel confident to approach their child key person to express concerns about their child's development. The key person will be alert to behaviours and how children raise their own concerns about their development.

Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision, the setting will where reasonable make this provision.

Children's Special Educational Needs are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Support will be tailored to the individual needs of the child considering the family's needs and the best ways to support them. The support will be family centred and can take a number of forms, including:

- In house support from the child's key person or specially trained practitioners including Special Educational Needs co-ordinator, Early Language Lead practitioners, and Behaviour officers
- Specialist support from health visitors, educational psychologists, speech and language therapists or specialist teachers, such as a teacher of the deaf or vision impaired. These specialists may visit families at home to provide practical support, answering questions and clarifying needs
- Training for parents in using early learning programmes to promote play, communication and language development
- Home-based programmes, such as Portage, which offer a carefully structured system to help parents support their child's early learning and development

### **Joined up working -Multi-Agency working**

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, the setting will consider involving appropriate specialists. For example, health visitors, speech and language therapists, portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists will be discussed with the child's parents and permission will be sought. Regular meetings will take place to ensure that the family are fully informed of progress and involved in setting new outcomes for the child.

### **Education, Health and Care Assessment/Plan**

Where, despite the setting 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, the setting should consider requesting an Education, Health and Care needs

assessment. The settings Special Educational Needs Co-ordinator and the Area Special Educational Needs Co-ordinator will fully support the family with this process.

### **Role of the Settings Special Educational Needs Co-ordinator**

TLC's named Special Educational Needs Co-ordinator is **Leanne Brighton**. The Special Educational Needs Assistant is **Amy Curtis (nursery) and Amanda Pedley (playgroup)**. The Special Educational Needs Co-ordinator responsibilities are as follows:

- To implement the setting's Special Educational Needs and Disability policy
- Ensure the Special Educational Needs and Disability policy is understood by all staff
- Ensure the Special Educational Needs and Disability policy is made available to all parents
- Co-ordinate provision for children with Special Educational Needs and /or Disability within the setting
- Support children who have Special Educational Needs and /or Disability
- Liaise with staff members providing them with relevant information
- Ensure staff are aware of procedures to follow should they have any concerns regarding a child
- Attend relevant training courses
- Oversee all records concerning children with Special Educational Needs and /or Disability
- Manage any additional staff that have been specifically employed to work with a child with Special Educational Needs and /or Disability
- Liaise with the parents of children with Special Educational Needs and /or Disability, ensuring that they are fully involved in throughout the whole process
- Liaise with outside organisations and agencies who are involved
- Provide parents with useful information, including information on Parent Partnership Services
- To familiarise all staff with The Special Educational Needs and Disability code of practice 2014

### **Area SENCO**

The area Special Educational Needs Co-ordinator's role is to support and advice the settings Special Educational Needs Co-ordinator and staff in supporting children with Special Educational Needs and disabilities and the practitioners working with the children. The setting support teacher is Sam Albridge.

### **Key Person System**

On the first day of a child starting at the setting they will be allocated a key person. The key person's responsibilities are to ensure regular monitoring of the child's all round development, by carrying out regular observations and daily focused activities to meet the developmental needs of their key children. The key person will liaise with parents, carers and other staff members to ensure the welfare of the child is being met. The key person will report to and give regular, daily feedback on their key child in order to share necessary information with parents and carers regarding their child.

## **Procedures to Follow**

Regular observations and development assessments will be carried out on all children to enable early identification of children's Special Educational Needs. Key persons will share and discuss observations with parents regularly. Staff members will pursue the following procedure should they have any concerns regarding a child in their key group:

- The key person will fill out a development/ speech and language concern form
- A meeting will be arranged with the settings Special Educational Needs Co-ordinator
- Informal discussion will take place between the key person and child's parent/ carer to share information, permission would be sought from the parent before outside agencies are involved
- Following the meeting, the Special Educational Needs Co-ordinator will spend sessions observing the child
- Using the development concerns form, the Special Educational Needs Co-ordinator will support the child's key person in the planning of activities including individual specific strategies identified
- SMART targets may be set for the individual child; these will be set and discussed with the child's parents where possible, these targets will be to work on any areas of concern.
- The Special Educational Needs Co-ordinator will liaise with the area Special Educational Needs Co-ordinator and any other outside agencies for advice and support
- A meeting will be held with the Special Educational Needs Co-ordinator, key person, parent's of the child and Area Special Educational Needs Co-ordinator to complete a Special Educational Needs support form
- Regular reviews of the set outcomes would be agreed with the parent/carers, the child, the settings Special Educational Needs Co-ordinator, the key person and the Area Special Educational Needs Co-ordinator.

## **Admission Procedure**

In order to make appropriate and effective provision or adaptations, when enrolling a child with Special Educational Needs into the setting , advice will be sought from the parent of the child, the Area Special Educational Needs Co-ordinator and other agencies involved to ensure that we meet the needs of the child. The setting will endeavor to make reasonable adjustments to the building and to the educational program we provide. We will ensure that children with Special Educational Needs and Disabilities are fully integrated into the routines of the setting.

## **Behaviour**

Children benefit most where adults are consistent and positive in their approach to the management of their behaviour. By establishing clear boundaries according to a child's level of understanding they will become familiar with the settings routines and procedures and understand what is expected of them, which in turn helps the child feel settled in their surroundings. Children with Special Educational Needs may sometimes require additional support strategies; these would be implemented with the support of parents/carers, the

area Special Educational Needs Co-coordinator and Social Inclusion Pupil Support team. Please also refer to the Behaviour Policy

### **Medication**

The setting will take steps to ensure that children with medical conditions get the support required to meet those needs. The settings Special Educational Needs Co-ordinator will seek out training for staff before a child starts the setting.

### **Transition Procedure**

The transition of a child with an additional need from TLC to another setting will be carried out through:

- Speaking to the Special Educational Needs Co-ordinator of the new setting and offering them the chance to visit TLC, and/or the Special Educational Needs Co-ordinator will visit the new setting with the child in order to support them
- The Special Educational Needs Co-ordinator will liaise with the Special Educational Needs Co-ordinator from the new setting, offering support and advise
- The Special Educational Needs Co-ordinator will support the new setting through phone calls, visits, meetings and passing on all assessments, education, health and care plans and any other relevant documentation regarding the Special Educational Needs child.

*(Parents/carers of the child would be fully included in the process and permission sought before any information is passed on)*

The transition of a child with an additional need from one room to another will be carried out through:

- Completing a transition form with all details of needs and details of persons that are in contact with the child to help support the child.
- The Special Educational Needs Co-ordinator organizing a meeting with the new room staff and the child's current key person to discuss the room change, this meeting will include how the new room will need to support the child and family. The current key person will pass on all assessments, education, health and care plans and any other relevant documentation
- A meeting/discussion with the child's parents/carers will take place to discuss any issues or concerns with the move. Support will be provided during the transition period from the child's current and new key person.
- The Special Educational Needs Co-ordinator will support all involved and have regular meetings to ensure the smooth transition.

### **Complaints Procedure**

In the rare instance that a parent of a child with Special Educational Needs and/ or Disability should want to make a complaint regarding service provided to them or their child, they should firstly speak to their child's key person. The parent should also speak to the settings Special Educational Needs Co-ordinator to discuss the matter. Should the parent

feel that the issue has still not been resolved the parent should then consult with the nursery manager. In extreme cases OFSTED can be contacted should the parent not feel satisfied. To make a formal complaint to Ofsted write to:

Enquiries  
National Business Unit  
Ofsted  
5th, 6th and 7th Floors  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD  
Telephone contact number:-0300 123 123

### **Wolverhampton Information for Parents**

For parents and carers who may have a child with Special Educational Needs /additional needs or a disability there are websites and newsletters available which provide support and advice.

[www.wolverhampton.gov.uk/win](http://www.wolverhampton.gov.uk/win)

### **Useful Contacts:**

Voice for parents

<http://wolvesiass.org/voice4parents/>

### **The Gem Centre**

Bentley Bridge Business Park  
Neachells Lane,  
Wednesfield  
Wolverhampton  
WV11 1UP

**www.parentsforinclusion.org** - Site of a network of parents of disabled children and children with 'special needs', dedicated to helping parents of disabled children to learn, make friends and have a voice in ordinary schools and throughout life. Includes report on how institutionalized racism and disablism affects the life chances of young children.

**www.earlychildhood.org.uk** - National Children's Bureau site information on ethnicity, culture and disability issues with young children.

**www.disabilitymatters.com** - Specializes in disability and employment - lots of links to physical and disabled learning sites.

**www.disabilitynow.org.uk** - New website of SCOPE.

### **Monitoring the Policy**

It is the role of the Special Educational Needs Co-coordinator to monitor the setting's Special Educational Needs and Disability policy, to ensure that it is effective and implemented.

The policy will be reviewed at least every 12 months.