



Special Educational Needs Policy

20th May 2015

Next Review Date
May 2016

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Special Educational Needs

SECTION A :- General Arrangement

1. Introduction

Baby Duck's has the following procedures that will ensure all children have the appropriate opportunities to learn through play and that all families will feel welcome.

Definition of Special Educational Needs

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:

- a) Have a significantly greater difficulty in learning than a majority of children the same age; or
- b) 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.
- c) Are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Aims and Values

Baby Duck's philosophy ensures that we will provide a high standard of physical and emotional care in a happy and secure atmosphere.

- To provide a consistently high standard of childcare that meets parents requirements and children's needs.
- To create a happy and friendly environment for all of our staff, parents and children to enjoy.
- To employ staff who share a common interest in childcare.

- To ensure that all staff receive a high level of training and development to ensure that all children receive a high standard of care.
- To provide a wide range of activities to develop the children's preschool skills.
- To promote health and hygiene practices through the children's daily routine.
- To ensure the safety of children in our care at all times.
- To maintain vigilance in the interest of the children, for any signs of stress, abuse, neglect or ill health.
- To ensure that we work in partnership with the parents / carers to ensure that the needs of the individual child are met at all times.
- To ensure a fully inclusive learning environment to ensure that there is a rich diversity of equal opportunity for all children to get the most from the learning environment.

Special Educational Provision means:

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

The views of the child should be taken into account and they should be encouraged and have the opportunity to add products from activities to their SEN support plans.

2. Co-ordinating and Managing Provision

The Special Educational Needs Co-ordinator (SENCO) is Leanne Downes and is responsible for :

- Observation of the children whilst at the setting.
- Co-ordinating the SEN provision for the children.
- Referring children where necessary
- Liasing with other staff, parents and other settings and agencies as necessary.
- Supporting other practitioners in the setting.
- Taking small group activities where necessary.
- Ensuring that appropriate SEN Support Plans are in place.
- Ensuring that relevant background information about children with special educational needs is collected, recorded and updated.

All staff who work with the children are involved in the development of the pre-schools SEN policy and must be fully aware of the procedures for identifying, assessing, monitoring and making provision for pupils with special educational needs.

SECTION B :- Identification / Assessment and Provision

3. Identification, Assessment and Review

Progress check at age two

When a child is aged between two and three, we must review progress and provide parents with a short written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development. We use the assessments that have been made on the Tapestry system to complete this review.

This progress check must identify the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) the key person should develop a targeted plan to support the child, involving other professionals such as, for example, the setting's SENCO or the Area SENCO, as appropriate.

The summary must highlight areas where:

- good progress is being made
- some additional support might be needed
- there is a concern that a child may have a developmental delay (which may indicate SEN or disability)

Identifying needs in the early years

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, the key person should consider all the information about the child's learning and development. The key person should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development.

Where any specialist advice has been sought from outside Baby Ducks, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty

Identifying and assessing SEN for young children whose first language is not English requires particular care. The key person should 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 SEN or disability

Special educational provision should be matched to the child's identified SEN. Children's SEN 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

These areas give an overview of the range of needs that providers should plan for. However, individual children often have needs that cut across all these areas and their needs may change over time.

Assessment

In identifying a child as needing SEN support, the child's key person, working with the setting SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need.

Where it is decided to provide SEN support, and having formally notified the parents, the key person and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

The child's key person, remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Transition

SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the Baby Ducks with the receiving setting or school.

4. Support available and Access Arrangements

The Brighton and Hove's Young Peoples Trust have a special needs support service (PRESENS) who will provide advice and support to parents, playgroups and nurseries. The team consists of qualified teachers and nursery practitioners who are experienced in working with children with special educational needs. Through talking with parents about their child's progress, watching the child play, and gathering information from the playgroup, or other professionals e.g. health visitor, GP, SALT

They will be able to support and give advice to the playgroup on how to write the child's SEN Support Plan helping them set appropriate targets for the child.

The CEYCP support may initially come into the playgroup to work with your child and his or her key worker to support and give advice on how to implement the SEN Support Plan.

Access Arrangements

The hall has full access for wheel chairs and children and parents with difficulty in manageability.

5. Evaluating Success

Baby Ducks will regularly review its performance in helping develop children with special educational needs through our involvement with the children, parents and support organisations. We will constantly review the policy and the equipment used in the setting to ensure that these are suitable and up to date.

Each individual child's performance is reviewed and we will recognise and acknowledge the children's achievements.

SECTION C :- Partnership within and beyond the Playgroup

6. Concerns/Complaints and Further Advice.

- In all cases and concerns or complaints should go through Baby Ducks complaints procedure.
- Independent advice and support is available from Amaze Tel 772289 Partnership with parents
- The Disability Discrimination Act States ' A person has a disability for the purpose of this act if he or she has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day to day activities'
- The Disability Rights Commission (Tel: 08457 622 633) provides a range of information and guidance on the Disability Discrimination Act. This organisation would be able to advise if the concern relates to an issue of the possible discrimination of a disabled child.

7. Staff Training

Baby Ducks will ensure that all staff receive basic training on working with children with special needs and will seek further advice from appropriate authorities to ensure that all children within the setting receive the highest possible level of attention and care.

The SENCO representative will assist the management in arranging and delivering training to staff on issues relating to special educational needs. Additional team members will be sent on the SENCO training to ensure that full cover is maintained during holiday and sickness.

All staff will have the special educational needs policy explained during their induction period by a member of the management team. This policy will be reviewed annually and staff will be involved in this review process. Any changes to policy will be communicated to the staff prior to implementation. All staff will follow the policy on a daily basis.

8. Working in Partnership with Parents

We recognise that parents hold key information and play a critical role in their child's education.

Therefore we understand the importance of their contribution, views and feelings with regard to their child's development.

We will endeavour to support both the child and parents and will aim to:

- Include parents at all stages of the assessment process, offering support and guidance.
- Listen to parents' views, taking into account their knowledge and experiences
- Allow parents access to their child's records/SEN Support Plan at any time.
- Ensure that parents are aware of local services.

9. Links with other settings, schools and External Agencies.

Baby Ducks is happy to liaise with other childcare settings, schools and outside agencies to ensure that the child receives the best possible child care.

Agencies would include Seaside View Development Centre, speech therapists, etc.

Baby Ducks in liaison with outside agencies and schools will assist in making the transition to school as smooth as possible.

10. Confidentiality.

At all times our confidentiality policy will be followed by all of our team members, which states:

Baby Duck's implement a code of confidentiality that is based upon a moral and ethical consideration that personal information is confidential between the shared participants and not accessible to third parties without the consent of the person/people concerned.

Under statutory obligations for child protection, Baby Duck's has an obligation to share confidential information necessary for child protection procedures.

Every member of staff will agree that personal information vested in them will be respected confidentially in accordance with the above stated procedure.

Any significant concerns with regard to child protection will be shared with the setting manager.