Special Educational Needs and Disabilities Policy

Statement of Intent

At Bishopthorpe Preschool Playgroup every member of our community is respected and valued. We recognise that adults and children alike have strengths and weaknesses. We try to build on our strengths and to develop areas of weakness. We try to make sure that each child's achievements are celebrated as parents and staff collaborate to guide their cognitive, social and emotional development. In Bishopthorpe Playgroup we welcome all children. We believe that the group's activities should be open to all children and their families, and to all adults involved in the child's education and welfare. (See Equal Opportunities Policy and Inclusion Policy).

In Bishopthorpe Playgroup we welcome all children as having equal rights to full participation without discrimination.

**Legal framework and definitions**

The relevant legislation underpinning this policy includes:

• Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014)

• The Children and Families Act 2014, Part 3

• The Equality Act 2010

• Special Educational Needs and Disability Regulations 2014

• Statutory Framework for the Early Years Foundation Stage (September 2014)

• Working Together to Safeguard Children 2013

Definition of Children with Special Educational Needs and Disabilities

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision.

They have a **learning difficulty** or **disability** if:

* his/her progress is significantly different from the majority of their peers
* he/she has a disability which prevents or hinders their use of the facilities we provide for the children in the setting
* he/she achieves developmental norms only because special educational provision has been made

**Special Educational Provisions are:**

* for children aged 2 or over - facilities which are additional to or different from those which are normally provided
* for children under 2 years of age - educational provision of any kind.

A **disability** is defined:

* as ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. (Equality Act 2010)
* This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.
* Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN.
* Where a disabled child requires special educational provision they are also covered by the SEN definition.

Aim

* to identify children who have a special educational need or disability
* recognise each child’s individual needs through gathering information from parents and others involved with the child on admission, and through our procedures for observation and assessment
* to provide our children with a safe, secure environment in which they will feel confident to interact with their peers and adults and form positive relationships
* to give each child opportunities and support to explore and engage with a range of materials and play locations of their choosing, in order to develop cognitively, emotionally and socially
* to interact with each child with sensitivity in order to maintain his/her high level of self-esteem
* to achieve a productive balance between social collaboration and independence in order to help each child to take an active part in building a learning community
* to ensure all staff understand their responsibilities to children with SEN and disabilities and have regard to the guidance given in the Special Educational Needs and Disability Code of Practice: 0-25 years (July 2014)
* monitor and review our practice and provision and, if necessary, make adjustments and

 seek specialist equipment and services if needed

* to ensure that gifted and talented children who learn more quickly are also supported
* to encourage children to value and respect others
* to challenge inappropriate attitudes and practices
* to celebrate diversity in all aspects of play and learning.
* to promote positive images and role models during play experiences of those with additional needs wherever possible

Objectives

* to ensure that all children are able to access all areas of the Early Years Foundation Stage
* to observe and record all children's progress as this relates to the curriculum provision in the setting.
* to share observations and assessments with parents
* to identify, assess and review the individual needs of children within the current Code of Practice
* to maintain a SEND register within the setting.
* to maintain confidentiality at all times, and to communicate with parents in private
* to provide parents with information on other agencies which may help and support them
* to work closely with our Link site at the Knavesmire Children’s Centre
* to work in partnership with professionals, specialists and therapists outside the playgroup, with the help of the City of York Council (CYC) Early years support workers
* to develop links with other providers in order to enable smooth transition, transfer or to share SEND support between providers
* to provide additional support and resources required by children on the SEND register in the setting so that they can participate in all provision
* to share care plans and MAO plans with other members of staff so that they are informed and kept up to date
* provide in-service training for practitioners and volunteers
* provide resources, in so far as we can (human and financial), to implement our SEN/disability policy
* to ensure that all staff are aware of procedures involving medication, allergic reactions and responses to specific events for each child with SEN and/or Disabilities
* to ensure that all staff are given opportunities to extend knowledge and training in areas of SEN and Disabilities
* to ensure that our physical environment is, as far as possible, suitable for children and adults with disabilities
* to ensure the childrens’ views are sought and listened to
* to ensure that all parents are aware of our inclusive admissions policy, by publishing these details in our prospectus
* to ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided
* to follow any guidelines and recommendations related to SEN and Disabilities by OFSTED inspectors

**The role of the Special Education Needs Co-ordinator (SENCO)**

The role of the SENCO is to provide a lead for staff in relation to SEN and disabilities and to make

sure procedures are followed, appropriate records kept and parents are involved. The child’s

practitioner (key person) will normally remain responsible for working with the child on a daily

basis and for delivering an individualised programme. The particular responsibilities

of our SENCO are:

* ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting’s approach to identifying and meeting SEN
* advising and supporting colleagues
* ensuring parents are closely involved throughout and that their insights inform action taken by the setting
* liaising with professionals or agencies beyond the setting.
* writing My Agreed Outcome plan (MAO) with parents and child’s key person
* take the lead in coordinating the My support Plan (MSP) if requested to by the CYC

Early Years Support team.

Our Playgroup SENCO is **Julie Morris**

**Graduated approach**

In line with requirements of the Special Educational Needs and Disability Code of Practice, we take a graduated approach to working with children with emerging concerns and their families.

This approach includes:

* An analysis of the child’s needs including whether we should seek more specialist help from health, social services or other agencies
* An agreement about the interventions and support needed and the expected impact on progress and a date for review
* Implementation of the interventions or programmes agreed, including assessing

 the child’s response to the action taken

* A review of the effectiveness of the MSP and its impact on the child’s progress by the key person, SENCO, the child’s parent(s) and the views of the child, including any agreed changes to outcomes and support
* Revisiting this cycle of action in increasing detail and frequency including seeking further specialist help to secure good progress until the SENCO, key person, the child’s parent(s) and any other professionals involved agree intervention is no longer needed or decide to request an Education, Health and Care Plan

Procedures for Identification, Assessment and Review

Children will be identified as having special needs if they need extra help in any or all of the following areas of development:

* communication and interaction
* cognition and learning
* social, mental and emotional health
* sensory and physical

Bishopthorpe Playgroup will adopt a graduated approach to children with SEN. This will involve 4 levels:

**Initial analysis of Child’s SEN and /or disability**

* EYFS baseline and progress assessment
* Discussion with parents/carers and child

**My Agreed Outcome Plan (MAO)**

* Outcomes and interventions planned/implemented/reviewed

**My Support Plan (MSP)**

* Multi-Agency meeting to write MSP
* Review MSP and implement agreed actions

 **Education, Health Care plan (EHCP)**

All children with additional needs will be placed on a special needs register held in playgroup. This will contain relevant information about the child's needs and the strategies to help them which the SENCO, and staff have developed following consultation with the parents. The individual MAO’s and MSP’s and information from outside support agencies will be kept in the SEND file and with the child’s key person

**Initial Analysis of the child’s SEN and/or disability**

This will involve:

* gathering information about the child
* taking action to meet the child's needs within the setting
* monitoring and reviewing the progress made

First concerns may be registered by parents or by staff. Communication between parents, staff and key-persons will be maintained through confidential meetings. If after the initial meeting, it is concluded that the child has SEN or disability; the following procedures should take place

* The child's name will be added to the SEND register
* The SENCO will arrange a talk with the child's parents
* Dated care/development/actions will be drawn up, and reviewed at least every term
* All members of staff involved with the child and parents will hold copies of the care/help/ action plan
* Specialists in the area of need will be contacted through CYC if parents and staff need additional help.

**My Agreed Outcome Plan (MAO)**

This will be triggered if the child makes no progress or if other professionals working with the child are working and passing on information at this level.

* Parental consent will be obtained in order to seek additional support.
* Outside professionals will be involved in producing and assessing MAO and targets, and in supporting the child in the setting. The first point of contact will be the CYC Specialist Early Years Teachers
* Specialist Early Years Teachers, The house, Hob Moor Children’s Centre, Green lane, Acomb, YORK, YO24 4PS. Tel: 01904 555085
* If the support service, parents or staff recommend a referral, a form will be completed and Copies of SEND records in the SEND File will be made available to the outside professionals and support workers
* Copies of the current referral form are kept in the SEND file
* The SENCO will arrange MAO planning and review meetings in collaboration with parents, involved staff, key-workers, and outside professionals.
* Reviews will take place at least termly

**My Support Plan (MSP)**

Parents or playgroup staff or professionals in the team may request a MSP

* Playgroup will make the request on the parent's behalf if no progress is made after two MAO reviews. Parents will be fully briefed on the progress of the request
* If the parent makes the request, records made by playgroup will be made available to CYC by the SENCO
* If the professional team working with the child makes the request, playgroup will work with them to provide observations and evidence of progress, and will share information with the parents.

 **Education, Health Care plan (EHCP)**

The MSP will be converted to an EHCP after statutory assessment by the local authority. They will consult with parents and let them know the outcome of the assessment. Through the SENCO playgroup will facilitate the delivery of the EHCP by:

* producing an educational programme specified by the EHCP
* allowing access to the playgroup to CYC staff who are monitoring progress
* making the recommendations in the EHCP available to all members of staff involved
* maintaining two-way communication with parents
* preparing and collating records for the annual statement review
* attending all meetings arranged by CYC

Arrangements for Staff SEND Training

Staff training is reviewed to keep monitoring, assessment, and intervention strategies up to date via the statutory 6 hours SEND training delivered by City of York Council Training and Development Unit.

In addition all staff will complete the CYC Level 1 on line disability awareness training and print off a certificate as evidence and update this as advised by CYC [www.disabilitytrainingyork.org](http://www.disabilitytrainingyork.org.uk)

All members of staff are briefed on care and learning plans in place for children with special needs in the setting.

Transition

Links with school are maintained by the SENCO, summative reports, informal meetings and observations by visiting staff from the Infants School are used to pass on information. The MAO plan and MSP and Summative reports are made available to the school after consultation with the parents. Early in the final year at Bishopthorpe playgroup the CYC inclusion support officer is informed and invited to carry out observations in the setting.

Transfer

A summative report and copies of MAO/MSP produced in consultation with parents are passed by the parents to the new setting.

Partnership

The child may attend other settings and support groups during the week. Bishopthorpe Playgroup recognises that communication between the aims and practices of the different settings will benefit the child most. Where possible contact will be arranged within the requirements of our confidentiality agreements to share information with other settings and support groups which the child attends. This is most likely to take place through mediation by the parents, or by the multidisciplinary team key worker if the child has a MSP in place.

This Policy was adopted at a meeting of Bishopthorpe Preschool Playgroup

Held on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed on behalf of Bishopthorpe Preschool Playgroup \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Role of Signatory Chairperson

Date of next substantive review August 2020