**Special Educational Needs/Disability Policy**

This policy represents the agreed principles for Special Educational Needs throughout the Playgroup. The Committee & Playgroup staff have agreed this policy.

**Definition of Special Educational Needs (SEN)**

Children have a Special Educational Need of they have a learning difficulty which calls for Special Educational provision to be made for them. As defined by the Code of Practice 2014 for those who have Special Educational Needs and disabled.

**Introduction**

This policy is in line with the Code of Practice 2014 and Equality Act 2010.

The Special Needs Coordinator (SENCO) is Kylie Taylor. The Deputy SENCO is Siobhan Tavener.

**The building is accessible for wheelchair users**

At Greendown Playgroup we strive to provide a broad and balanced curriculum for all children for them to become confident young children with a growing ability to communicate their own views & ready to make the transitions into compulsory education.

The Early Years Foundation Stage is our starting point for the planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the Playgroup.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child’s learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child’s needs. From within the setting practitioners 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 beyond the setting, this should also inform decisions about whether or not a child has SEN. All 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 Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN.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 casual factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances 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.

Children may have Special Educational Needs either throughout or at any time during their development. This policy ensures that curriculum planning and assessment for children with Special Educational Needs take into account of the type and extent of the difficulty experienced by the child.

**Aims and objectives**

The aim of this policy are:

* to create an environment that meets the Special Educational Needs of each child.
* to ensure that the Special Educational Needs of children are identified, assessed and provided for.
* to make clear the expectations of all partners in the process.
* to identify the roles and responsibilities of staff in providing for children’s Special Educational Needs.
* to enable all children to have full access to all elements of the playgroups curriculum.
* to ensure that parents are able to play their part in supporting their child education.
* to ensure that our children have a voice in this process.

**Educational Inclusion**

At Greendown Playgroup we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our community. Through appropriate curricular provision, we respect the fact that children:

* have different educational and behavioural needs and aspirations.
* require different strategies for learning.
* acquire, assimilate and communicate information at different rates.
* need a range of different teaching approaches and experiences.

Identifying and assessing SEN for young children whose first language is not English requires particular care. Early years practitioners 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. Difficulties related solely to learning English as an additional language are not SEN.

Staff respond to children’s needs by:

* providing support for children who need help with communication, language and literacy.
* planning to develop children’s understanding through the use of all available senses and experiences.
* planning for children's full participation in learning and in physical and practical activities.
* helping children to manage their behaviour and to take part in learning effectively and safely.
* helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
* It is particularly important in the early years that there is no delay in making any necessary specialist educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

**Special Educational Needs**

* We provide a statement showing how we provide for children with SEN/disabilities.
* We ensure that the provision for children with SEN/disabilities is the responsibility of all members of our pre-school.
* We ensure that our inclusive admissions practice ensures equality of access and opportunity.
* We ensure that our physical environment is as far as possible suitable for children with disabilities.
* We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
* We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
* We provide parents with information on sources of independent advice and support.
* We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
* We use the graduated response system for identifying, assessing and responding to children's special educational needs.
* We provide a broad and balanced curriculum for all children with SEN/disabilities.
* We provide a differentiated curriculum to meet individual needs and abilities.
* We use a system of planning, implementing, monitoring, evaluating and reviewing individual play plans (IPPs) for children with SEN/disabilities.
* We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
* We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
* We provide resources (human and financial) to implement our SEN/disability policy.
* We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
* We provide training for practitioners and volunteers.
* We raise awareness of any specialism Greendown Playgroup has to offer and make use of trained staff.
* We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
* We ensure that Adults / Children with SEN/EAL / Disabilities are able to access the appropriate professional care where applicable.
* Any Adult / Children with SEN/EAL / Disabilities who has a concern about the services that are provided by Greendown Playgroup should refer to the Company complaints procedure.
* We monitor and review our policy annually.

This policy was adopted at a meeting of Greendown Playgroup

Held on

Signed on behalf of the Playgroup