



## **Special Educational Needs Policy**

Welfare Standards: Safeguarding & promoting children's welfare

### **1. Introduction**

This policy outlines the aims, principles and strategies to ensure effective provision of children with Special Education Needs within Camp Glide. It provides a framework for the identification of and provision for children with Special Education and Additional Needs and will have regard to the SEN code of practice [DfES 2001], and Disability Discrimination Act [1995] part 3. The SENCO, manager and parents share an inclusion and a partnership approach to provision.

The Camp Glide provides a service for children aged 4 to 12 years. Camp Glide provides a broad range of stimulating and exciting experiences that will help children

develop learn and gain confidence – therefore maximising the potential of every child regardless of ability, disability, race, gender or social origin according to the national policy Every Child Matters [DfCSF 2007].

### **2. Roles and Responsibilities**

Camp Glide

- Ensures a continuing admissions policy.
- Premises are risk assessed daily and are accessible and welcoming to all.
- Staff will consult and collaborate with parents to discover the child's likes, dislikes, strengths and areas of special interest.

The Special Education Needs Co-ordinator [SENCo] for the setting is Andy Setters, who will be identifying and assessing the needs of individual children with whom they work:

- Work in partnership with parent's and will strive to ensure that an inclusive practice is maintained wherever possible through differentiating activities, equipment or the environment for use with children who have educational, additional or physical needs.

- Identify any additional training that staff may require to support children who have educational or additional needs.
- Access regular training opportunities in line with other Early Years professionals to enable them to fulfil their roles.
- Stay informed of current practice regarding any changes or developments on the Special Educational Needs Codes of Practice and the Disability Discrimination Act.
- Liaise with parents when there is a need, and oversee the records of all children with SEN.
- Aim to provide access to specialist equipment when a specific need has been identified through loan schemes or resource centres.

### **3. Identification, assessment and provision for children with SEN**

Camp Glide will have regard to the Special Educational Needs Code of Practice and the additional guidance contained in the SEN toolkit.

The Early Years Foundation Stage Curriculum [DfCSF 2008] sets out achievements for children from age birth to 5 years. Monitoring of individual children's progress is essential to ensure that they are making adequate progress, and that particular difficulties in any area of learning, whatever the cause, are identified and addressed.

Camp Glide will:

- Provide broad and balanced activities based on the Early Years Foundation Stage.
- Undertake regular observations of children and record progress.
- Plan activities and learning experiences to meet individual children's needs and learning styles.
- Use opportunities to offer children's choice and allow for decision making during daily activities.
- Ensure that all adults within the setting are fully aware and consulted with planning activities or implementing the curriculum.
- Liaise with SENCo and parents to ensure that children's records, assessments

### **Early Years Action**

If it is noted that a child is not making adequate progress then staff will work in partnership with the SENCo and parents/carer to ensure that an appropriate Play Plan [PP] is formulated. The PP will be reviewed each holiday, at a time to suit the key worker, parents and SENCo. Key workers will work closely with parents to discuss ways in which they can support their children's progress at home.

Wherever practically possible the involvement and views of the child will be sought.

### **Early Years Action Plus**

If after consultation the SENCo, key worker and parents conclude that a child may need further support to help them progress then the SENCo will make contact with external agencies/ specialist services for support, advice or resources as appropriate to the child's needs.

### **Statutory Assessment/Statement of Special Education Needs**

In some cases 'Early Years Action Plus' will not be sufficient for them to progress satisfactorily. Parents, staff and other professionals will collaborate effectively to request that the Local Education Authority [LEA] make a full statutory assessment of the child incorporating the use of a multi-professional team. The LEA may then agree

to issue a 'Statement of Special Educational Needs' which may enable providers/parents to access additional support.

## **4. Working in Partnership**

Parents/carers are the first educators of their children and we endeavour to work in partnership with parents and carers to provide support where it may be needed. We

value and respect parent's choices and decisions when deciding their child's educational needs and will endeavour to support their child and family at every stage of the Code of Practice.

Camp Glide is committed to working in partnership with parents. Key workers and staff work closely with parents by:

- Respecting their views and knowledge of their own child.
- Providing information on planning or activities.
- Making available any photographs or written records.
- Consulting and discussing the involvement of other professionals except in some situations where there may be concerns regarding child protection.
- In addition to regular exchanges of information regarding the child, any concerns that may be a barrier to learning can be discussed at pre- arranged times.
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.
- Respect the differing needs parent/carers themselves may have, such as a disability or communication and linguistic barriers
- Work within a framework to include the Equality Act 2012.

The SENCo will work closely with all staff. Meetings will be secured at a mutually convenient time for all parties. A sensitive approach to any identified additional needs of parents [eg; physical disabilities or English as a second language] will be adopted to ensure that effective communication is maintained.

## **5. Confidentiality**

All information, PP's and care plans on each individual child will be kept strictly confidential within the nursery and only forwarded with parental/carers consent.

## **6. Complaints**

Complaints concerning the SEN provision for an individual child should initially be made to the SENCo, Andy Setters within 7 days.

## **7. Evaluation and Review**

This policy will be reviewed annually. Methodology for evaluating practice and procedures will be consultation with staff, SENCo and parents. The views of any parent and child who may want to contribute will be considered.

### **Acknowledgements:**

SEN Code of Practice DfES [2001]

SEN Toolkit

DDA [1995]

Practice Guidance for the Early Years Foundation Stage DfCSF [2008]

Supporting children with Special Needs. Tassoni, P. [2003]

Every Child Matters DfCSF [2007]

**Reviewed 27/05/26**