



Special Educational Needs and Disabilities

The Special Educational Needs policy for Allsorts has been written with regard to the SEND Code of Practice 2015 and the Equality Act 2010.

The aims of the policy are to set out procedures in the area of SEND to ensure that all children have the best and appropriate opportunities that are available for the needs and ability of the child.

Identification of SEND is through close monitoring of children's progress, daily, weekly and half termly through staff discussion and written observation with regard to the early year's foundation stage, children's individual needs and also parents' concerns that have been raised. The analysis of children's achievements and development will clearly show where a child needs extra support. Parents will be informed at the earliest stage of identifying a child's needs, encouraging their input and participation. Any child who is observed as having certain needs will be reported to the Childcare Director and the Deputy Special Educational Needs Co-ordinator (SENCo). All other staff have responsibilities as individual children's keyworkers. The Deputy SENCo will report matters directly to the Childcare Director as necessary and liaise with parents.

When a child has been identified as requiring additional support, the setting should intervene using the SENCo and the keyworker to plan and assess to try to enable the child to make progress in the area of concerns.

Intervention with further SEND support could be for any one or more of the following areas of concerns:

- Makes little or no progress even when efforts have been targeted to combat weaknesses.
- Continued working at levels consistently below those expected from similar ages.
- Persistent behaviour management or emotional techniques in the setting.
- Sensory or physical problems.
- Communication and or interaction difficulties.

Parents will be informed of concerns and plans for 'SEND support'. Parents will be encouraged to participate fully in assessing, action taken and record keeping. The lines of communication will be kept open to help and reassure parents at all times. Information and local support group details will be given to the parent/carers on any issues or concerns in the areas that are needed to benefit and assist them.

Additional support will be given in many ways to be agreed by the Childcare Director, the SENCo, the keyworker, the parents, and if appropriate, outside agencies. These additional measures will be dependent on the area or areas of concern and will encourage the child to achieve small goals and learn more effectively. This will be recorded on an individual plan of exactly what areas we will work on, what aims we will have and how we will try to achieve these aims. The plan will be written by the keyworker in conjunction with the SENCo and agreed and signed by the parents.

The SENCo, keyworker and the parents will continue to monitor and plan effective strategies through reviews and rewrites to the individual plan at intervals of usually every 6 weeks. This ensures the child has relevant progression. Where possible the targets to be achieved within the plan will be linked to the Early Years Foundation Stage or the Derbyshire Scheme.

The SENCo, keyworker, external agencies and the parents may agree that additional staffing support is necessary to ensure the child's progress. Funding may be sought to cover part of the necessary sessions. If it is agreed that extra staffing support is necessary, then normal employment procedures will take place. Candidates will preferably have experience in the relevant area of the child's needs.

If the help given by the Early Years Support is not deemed to be sufficiently effective to enable the child to progress as expected then all concerned may need to consider whether an Education, Health and Care Plan should be instigated to enable all aspects of the child's developmental needs be taken into account and supported in the best way possible.

Before transition to school the SENCo, parents and keyworker will meet to discuss the transition and the school will be informed to allow them to make necessary arrangements to allow smooth transition for the child and the parents. Full support will be given to the school.

All families with contact with the setting in this area will be supported fully and feedback will be given in as positive a way as possible. Parents will be given time to discuss and assist in their child's welfare at all stages.

All children deemed to have particular areas of need will be treated fairly and equally and admission to the setting will not be affected by the child's need except in extreme circumstances.

Out of School Club SEND

We have had many children at Allsorts over the years that have had special needs and we have successfully accommodated their needs to integrate them into the routine, following the special needs code of practice. If a child has a need that we are not catering for then we will do our best to remedy the situation. If it is decided that a child needs extra help whilst with us, then we will take steps to achieve this.

We will draw upon extra advice and support from the school concerned and other agencies and experts when needed.

This policy will be reviewed annually to enable continued quality of care.

Reviewed September 2022