



## Special Educational Needs Policy and Procedure

Last Review: 15/12/2016

Review Date: 15/12/2017. This policy is subject to constant review.

Coral Cove Out of School Club will include children with Special Educational Needs where it is clear that our service can effectively meet the needs of individual children.

Our staff have due regard to the Special Education Needs and Disabilities (SEND) Code of Practice and will, as necessary, call upon the help of outside specialists.

### **Aims of Our Policy for Children with Special Educational Needs.**

We welcome children with Special Educational Needs as part of our community and we will ensure that all children have an equal opportunity to engage in the curriculum.

The importance of early identification and assessment of children with Special Educational Needs is particularly important in a child's education. We will develop practices and procedures, which will aim to ensure that all children's Special Educational Needs are identified and assessed and the curriculum will be planned to meet their individual needs. We recognise that some children will need additional support to ensure access to the whole curriculum. We will ensure that the needs of the children are identified and assessed and we will aim to provide the appropriate support strategies. In addition, if specialist advice and support is necessary, we will contact the appropriate external agencies.

The role of parents/carers is vital in the identification, assessment and response to their child's Special Educational Needs. We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.

### **Admission Arrangements**

We welcome children with Special Educational Needs. Admission arrangements for children with Special Educational Needs are the same as for all other out of school club places and are allocated according to the position on the waiting list and the balance of numbers in age groups.

Parents of a child with Special Educational Needs can apply for a Childcare place without any fear that their child will be discriminated against or refused a place on the grounds of their needs. However, in certain circumstances, bespoke childcare may need to be implemented to make this work but we will communicate fully with the family to make them aware of what we will need to put in place.

### **The Role of the Special Educational Needs Co-ordinator**

The designated person who has responsibility for the co-ordination of Special Educational Needs (SENCO) is: Natasha Ingram. Natasha has received training with regard to supporting policy and practice in Special Educational Needs and updates her training regularly.

### **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:

- Have a significant greater difficulty in learning than the majority of children of the same age, or
- 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 our Club.

For example a child may have a learning difficulty in one or more of the following areas:

- Cognition and learning;
- Emotional, behavioural and social development;
- Communication and interaction;
- Sensory and physical development.

Children will 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.

### **The Designated Person Has Responsibility for:**

- The day-to-day operation of the Club's Special Educational Needs policy.
- Co-ordinating provision for children with Special Educational Needs.
- Ensuring liaison with parents and other professionals in respect of children with Special Educational Needs.
- Advising and supporting other practitioners in the setting.
- Ensuring that appropriate Education Health and Care Plans are in place.
- Maintaining the Club's Special Educational Needs register. This will ensure that the relevant background information about individual children with Special Educational Needs is collected, recorded and updated.

### **Identification, Assessment and Provision**

Coral Cove Out of School Club places great importance on identifying Special Educational Needs early so that we can help our children as quickly as possible. When a child has been identified with Special Educational Needs, we will adopt the following procedure:

- When a child first starts within the Club and throughout the period that they remain in the setting, the Club manager will observe and monitor regularly their progress, their responses and their behaviour.
- The outcomes of these observations will give important information to the type of need the child is presenting.
- Where a child appears not to be making progress it may be necessary to devise different opportunities or use alternative approaches to learning. It is recognised that children make progress at different rates and have different ways in which they learn best.
- The Club manager will collate their findings and concerns as the SENCO. This information will be shared with the parent/carer and primary school, whose views will be taken seriously.
- Together we will move forward in a shared partnership to support the child.
- The Manager/SENCO may set up interventions that are additional from those provided as part of our setting's planned activities.
- The responses of the child will be recorded and monitored.
- Our aim will be to include the child in the day-to-day activities.
- If the child makes little or no progress through an individual programme, other methods will be tried. If the child is not responding, the Club will arrange a meeting with the parents/carers, primary

school and SENCO to discuss and initiate the involvement of the Local Authorities through the Early Years Inclusion Team or Special Educational Needs and Disabilities Lead Worker.

- Once the Inclusion Team is involved they will consider whether the child's current setting can support the child's SEN, or whether they need to offer additional support through an EHC plan Education, Health and Care plan (EHC plan).
- Parents will be consulted throughout the whole process.

### **Working with Others**

We work in partnership with other agencies such as Speech and Language Therapists, Wiltshire Council Inclusion Team, Health Visitors and Social Services. The SEND Single Point of Contact service can be contacted on 01225 757985 (9.00am – 4.30pm, Monday to Friday). We will also direct parents of children with SEND to the Wiltshire Local Offer via: <https://www.wiltshirelocaloffer.org.uk/>

### **The Staged Approach – SEN Support**

The SEN Code of Practice recommends that those children with Special Educational Needs are worked with in stages.

This is the first stage of concern about a child's difficulties. The SENCO will, in conjunction with the child's Primary School will;

- Discuss with the child's parents/carers their involvement and ask them about any health or physical problems.
- Ensure they have as much information as possible from parents about the problem, including, for example, observations, baseline or test results.
- Ensure the staff member has observed the child's behaviour and performance and recorded as much information about their concerns as possible.
- Liaise with the child's parents/carers, primary school, where possible, the child, to plan and implement an EHC plan.
- Make sure that the EHC plan focuses on maximum of three or four targets and records only strategies that are additional to, or different from, the normal differentiated curriculum.

This is the stage when the child continues to have difficulties and it becomes necessary to involve outside specialists. Outside specialists will offer support and help with advice on new IEPs, provide more specialist assessment and suggest new strategies.

The SENCO will:

- Discuss the situation with the child's parents/carers at a review meeting arranged by the SENCO.
- Collect any relevant information, such as assessment results, the EHC plans and records from other professionals who may be involved such as social workers or medical staff.
- Plan a new EHC plan with outside specialists, primary school, the parents/carers and the child, and, where possible, agreeing appropriate targets and teaching strategies.
- Set the next review date making sure that the parents/carers and all involved professionals are invited and involved.

### **The Allocation of Resources for Children with Special Educational Needs**

We believe that every child is entitled to have their needs recognised and addressed within the Club provision. We will aim wherever possible to provide appropriate equipment and resources to support children with Special Educational Needs. We will draw on resources from our services and other agencies to ensure that we help all children to reach their full potential with the help of additional or specialised resources. In those cases where we know that a child needs specialised help we will ensure that the relevant agencies and professionals are contacted. We will seek advice and work alongside these professionals.

## **Curriculum**

The Club aims to ensure that all children have equal access to our provision and receive a broad and balanced curriculum whatever their educational status may be. The curriculum is planned to meet the known individual needs of all children with Special Educational Needs.

Our planning will aim to meet a range of abilities presented in the different age groups that we are working within the setting.

The curriculum is further modified on a short term planning basis to meet specific individual needs of children with Special Educational Needs. Weekly and daily plans differentiate learning programmes and activities for specific groups and individuals.

Education Health and Care plans may be devised as part of Special Needs working Records. In those cases where children need extra support to access the curriculum, the SENCO will plan to meet this need and ensure that the child has specific times during the week where this additional support is given. The SENCO will consider a number of options and the most appropriate ways to help each child from a range of activities (within the context of an inclusive curriculum).

The staff will use grouping strategies of different types and sizes to ensure that the needs of individual children are catered for and that they receive the additional attention necessary to make progress. Additional human resources may be received from various students including those in childcare training, work experience, and nursing training. They will support the manager with the children, under supervision.

All children, including those with Special Educational Needs have access to all areas of the Club. There are quiet spaces inside and outside where the individualised programmes can be addressed.

## **Inclusion Arrangements**

We aim to give the children the best start to life and education by facilitating an environment which encourages children to respect and tolerate each other in a caring and non-aggressive manner. Children are encouraged to co-operate and work together.

Children with Special Educational Needs will have full access to all range of materials, equipment and activities available in the setting. We offer equal opportunities to all children for participation in play and focus experiences with support where necessary and relevant. In our weekly and termly plans we include programmes of learning that are meaningful and relevant to meet the needs of individual children with Special Educational Needs.

The lay out of the setting is in such a way, that areas can be set up or altered to carry out the necessary programmes of support for children with Special Educational Needs, without being physically isolated from the rest of the group. Children eat in small groups, in company of a staff member to ensure that enough time and attention is given to their needs where possible.

The SENCO works closely with the rest of the team and the rest of the staff to support the needs of individual children.

## **Evaluation of success**

There will be a policy review each year which will be led by the SENCO and involve the Childcare Management and staff. We will be reviewing and evaluating our Special Educational Needs policy annually. This will be an opportunity for us to check whether the policy is working well or whether it needs some revision or changes. The results of the evaluation will be reported to parents and amendments will be made yearly to SEN policy documents to reflect the changes.

### **Staff Training in Relation to Special Educational Needs**

The Club is committed to training in the area of Special Educational Needs, for their staff. We will assess the training needs of the Club and of the individual staff as part of our annual policy review. This will include opportunities for training from the Local authority, SENCO Network evenings and other relevant SEN bodies. The staff can further have access to Special Educational Needs training through the Early Years Development and Childcare Partnership. We will also call on those agencies for further advice and expertise where necessary.

### **Partnership with Parents**

We welcome and value the views of parents at our Club. Parents hold key information about their child and have a critical role to play in their children's education. Our aim is to encourage parent/carers to participate fully in their child's education. Parents/carers will be involved from the start in the identification, assessment and subsequent reviews of children with Special Educational Needs. Regular meetings will be held to discuss their child's progress and to review the effectiveness of the learning programmes in place. We aim to promote a culture of co-operation between parents and the Club. We recognise that working in partnership with parents is vital to enable children with Special Educational Needs to reach their full potential.

The Club hold details of local and national support groups that parents/carers can access at any time.

### **Transition Arrangements**

It is important that all children are at the centre of the process if they change primary school's or when they move on to secondary school. The core purpose of this is to ensure that we sustain continuity for the child, family, school and outside support agencies. The designated SENCO will liaise with the school who is to receive the child with Special Educational Needs; with parents permission they will pass on information about the child's progress and the Education Health and Care Plans in place where requested.

Parents or carers are key partners and will be involved in all decisions relating to the child's transfer.

Policy dated: \_\_\_\_/\_\_\_\_/\_\_\_\_

Signed for and on behalf of the Setting: \_\_\_\_\_

Print: \_\_\_\_\_