

## Special Needs

### Children with special educational needs and disabilities

We designate a member/s of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO's are: **Claire Armstrong and Louise Tulloch**

We work in accordance with the DFE's Special Educational Needs and Disabilities Code of Practice.

We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.

We ensure that our inclusive admissions practice ensures equality of access and opportunity.

We use our ongoing assessments and observations to identify children with special educational needs (SEN).

We use a graduated approach with four stages of action: assess, plan, do and review to give targeted support to children with SEN.

We work closely with parents of children with special educational needs to create and maintain a positive partnership.

We ensure that parents are informed and consulted at all stages of the assessment, planning, provision and review of their children's education.

We provide a broad, balanced and differentiated curriculum for all children with special educational needs.

We use individual child plans (ICPs) for children with SEN, where necessary.

If children after intervention are not making expected progress and need further support from external agencies and professionals, the setting will, in consultation and with the agreement of parents, begin the Early Help Assessment (EHA) process.

We will support children who need an Education, Health and Care needs assessment or who already have an Education, Health and Care Plan (EHC plan) and these are reviewed regularly.

We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.

- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.

- We provide resources (human and financial) to implement our Special Educational Needs and disabilities policy.
- We provide in-service training for practitioners.
- We provide a complaints procedure.
- We monitor and review practice and provision to ensure it is effective and make adjustments if necessary.
- We monitor and review our policy annually.

### **Out of School Club**

Where children with SEN attend the Out of School Club, the main responsibility for overseeing any support they require resides with the school. The setting SENDCO and MOOS Manager will liaise with the school's SENDCO and other staff as appropriate, to ensure that suitable support is provided whilst the child is attending Out of School Club.

This policy was adopted at a meeting of Melbourn Playgroup and Out of School Club CIO Management Committee	
Held on	19 <sup>th</sup> January 2022
Date to be reviewed	As and when necessary
Signed on behalf of the management committee	
Name of signatory	Sarah Toule
Role of signatory (e.g. chair/owner)	Chair