

# **Maple Grove Community Group**

## **Special Needs - Policies and Procedures**

### **Our Special Educational Needs Co-coordinator is: Miss. Melissa Muffett**

Our Group aims to have regard to the SEND 2014 on special educational needs and also to the guidelines supplied to private and voluntary providers of pre-school education. We aim to provide warm welcome and appropriate learning opportunities to meet individual needs of differently abled children.

#### **Admissions:**

- Where we have the facilities to provide effectively for children with Special Educational Needs, they are given equal priority to a pre-school place as any other child.
- Parents are made aware of the arrangements for the admission and integration of all children with or without special educational needs as stated in our Admissions/Special Need Policy. There may be further written procedures for admissions paperwork, funding issues, visits and settling in periods and for the ways in which individual needs are addressed. This will ensure the setting is ready to successfully include the child.
- Children/parents can easily access all of our premises and facilities, which are all on one level.
- There is equality of opportunity for all children and adults to make use of our toilet/changing facilities, outside play area, provision of food areas and play equipment.

#### **Partnership with Parents:**

- **We believe that all parents are undoubtedly crucial in early education practice, and perhaps even more important where children with Special Educational Needs are concerned.**
- **The SEN code of practice emphasises the importance of the early identification of Special Educational Needs. Through regular observations by the keyworker any needs are quickly identified, parents must be informed and together using the graduated approach of the four stages; assess, plan, do, review, we will make plans to take action forward. Full permission will be required from the parents in order to proceed with outside professionals.**
- **MUST work in partnership with parents to establish the support the child needs**
- We encourage and value all parents/carers to be actively involved with the progression of their child.
- Children who need additional support with Care and Personal Hygiene i.e. toilet training, they will have a **Care Plan** compiled by the keyworker and parents which will ensure continuity of care at home and pre-school.
- Children who need help with Behaviour Management will have a **Behaviour Plan** compiled by the Designated Person for Behaviour Management, Keyworker, parents and other room staff members, to ensure and agree a common strategy to be implemented at home and at pre-school. This will be reviewed and its success measured frequently.

**Role of the Keyworker** –keyworkers work closely with the parents of each child in the group to ensure that:

- The group draws upon the knowledge and expertise of parents in planning provision for the child
- The child's progress and achievements are shared and discussed with parents on a regular basis, formal or in-formal, verbal or written.
- Parents know the identity of the group's special educational needs coordinator and have a special relationship with the child's keyworker.
- Ensure that parents feel fully included with involvement of outside agencies
- The Keyworker and SENCO will organise an interpreter should the need arise.

- Confidentiality issues are respected at all times
- All children in the group have full access to the Early Years Foundation stage curriculum, irrespective of their special educational needs, and are encouraged wherever possible to participate in all group activities, setting realistic and challenging expectations that meet the diverse needs of each child.
- The Keyworker uses our system of observation and record keeping, which operates in conjunction with parents, enabling her to monitor children's needs and progress on an individual basis. Individual Child Plans (I.C.P.s) or Targeted Support Plans are prepared for each child with a SEN setting small achievable targets. These are compiled by the SENCo, keyworker, parents and relevant outside agencies depending on their involvement.
- The requirements and progress of children with special educational needs are monitored by the Keyworker and our group's special educational needs coordinator, (S.E.N.C.O.) who is allocated additional time to carry out her role of support and advice to the keyworker. Additional support staff and or specialist staff may be employed on a need be basis.
- If it is felt that a child's needs cannot be met in the Group without additional personnel and/or equipment, funding will be sought to ensure that provision is appropriate for the child's needs.
- Our keyworker system ensures that each adult is especially responsible for, and close to, just five or six children in each session, so each child receives plenty of adult time and attention.
- Where a child has not made expected progress, despite having had purposeful action to identify assess, and meet their special educational needs, we would consider requesting an **Early Help assessment** or an Education, Health and Care Needs Assessment.

***Partnership with outside agencies.***

- We work in liaison with relevant professionals and agencies outside the group to meet children's specific needs e.g. Specialist Support Teacher, Speech Therapist, Speech & Language, Portage Services etc.
- Our staff attend whenever possible in-service training, distance learning and courses on special needs arranged by our Area SENCO, the Pre-school Learning Alliance and other professional bodies.
- SEN Records will be passed on to the School SENCO and the reception teacher with parents' permission to ensure continuity, via transition meetings and transfer of files.
- Our group monitors its SEN policy annually.

***This policy was adopted at a meeting of the Group held on***

*Signed on behalf of-Group.....Position.....*

*Date.....*

*Review date.....*

*By SENCO .....*

*Manager.....*