

## 10. SPECIAL EDUCATIONAL NEEDS POLICY - ROYSTON PLAYGROUP

### DEFINITION OF SEN

Children have special educational needs if they have any of the following difficulties or disabilities: Behavioural, Physical, Medical, Learning or Social and Communicational, which calls for special educational provision to be made for them. Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. A more in depth explanation of learning difficulties can be found in the Code of Practice.

### AIMS AND OBJECTIVES

The aim of Royston Playgroup is the desire to create a socially inclusive community, no child will be discriminated against because of a disability or learning difficulty. Access to the playgroup and all aspects of the curriculum are promoted to enable children with SEN to participate fully in the life at Royston.

Children are entitled to have their needs identified, assessed and addressed at the earliest opportunity. We offer an appropriate learning environment where a range of differentiated activities is provided to meet individual needs. The 'Birth to Three Matters' and the 'Foundation Stage Guidance' are followed within the setting.

We have an Equal Opportunities policy at Royston, which includes the fact that we fully support children with SEN in experiencing the full range of educational and social opportunities available to their peers. We comply with the duties set out by the Disability Discrimination Act 2001. Definition of disability; a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to perform normal day-to-day activities.

2 key duties are:

\*not to treat a disabled child 'less favourably'

\*to make 'reasonable adjustments' for disabled children

Our Admissions policy gives priority to ensure all 4 year olds and then 3 years olds have the opportunity of education before school age. Exceptions can be made where there are children with SEN or have circumstances that require individual attention. This is decided upon through co-operation with parent/guardians, the playleader and outside agencies. An admissions form giving all relevant details we need to know regarding health, safety, likes/dislikes, dietary, religion, family and emergency details must be completed and signed before the child begins at Royston.

### SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)

SENCO - Dawn Fuller

Deputy - Sue Panther

The SENCO is responsible for coordinating the day-to-day provision for children with SEN at Royston. Responsibilities are: -

Ensuring liaison with parents/guardians and other professionals in respect of children with SEN

Advising and supporting other practitioners at Royston

Ensuring that appropriate IEPs are in place

Ensuring that relevant background information about individual children with SEN is collected, recorded and updated.

### IDENTIFICATION ASSESSMENTS AND REVIEW

At Royston we operate a keyworker system, with children allocated to a certain practitioner. Observations are recorded for all children and we follow Bromley Foundation stage profile. If we find through these observations a child, whose progress is causing concern, we have a meeting with the parent/carer, keyworker coordinator, playleader and SENCO. The SENCO then follows the borough of Bromley's Early Years SEN criteria to place the child on the SEN register if deemed appropriate. An IEP is then drawn up, with "SMART" targets and progress is monitored through more observations and by recording the relevant information. We then review this plans every term. A range of equipment and differentiated resources are provided at Royston to meet a range of individual needs.

## PARTNERSHIP WITH PARENTS

Royston will ensure that wishes and permission of parents/carers will be sought and taken into consideration regarding all aspects of assessment provision and intervention. Access to all relevant information will be readily available. Parents can come into Royston at any time talk about progress reports or voice concerns and we assure parents/carers that confidentiality will be observed at all times.

## INVOLVING CHILDREN

Where possible the practitioners at Royston will encourage the child to play an active part in any plans drawn up on their behalf, and their views will be sought and respected. This will be managed by observing the child, role-play and informal chats, not always by speaking directly to the child.

## OUTSIDE AGENCIES

It is common practice for Royston to liaise with outside agencies and we encourage visits whenever possible. A list of names and contact numbers can be found in our SEN file. We also have links with local schools and other early year's settings through our bridging initiative, which allows smooth transfer arrangements.

## TRAINING AND SUPPORT

All the staff at Royston are actively encouraged to attend ongoing training sessions given by the borough and its partnership. All practitioners within the setting share good practice.

## COMPLAINTS

Royston has a complaints procedure in place. Should a parent/carer or a member of staff need to complain they must firstly go to the Playleader - Wendy Modeste. If the situation is not resolved then the complaint or concern should be put in writing to the Playleader and chairperson of the Committee. A meeting would then be arranged with those concerned and their representatives. A written report will be recorded. If the problem still cannot be resolved an external mediator will be elected by both parties. The mediator will have no legal powers but may be able to resolve the issue or put the problem to a professional person. In extreme cases the relevant social service department would be called to ensure a proper and correct investigation and with appropriate action. All complaints are treated fairly in the strictest confidence. Under no circumstance will abusive behaviour be tolerated.

Further details are available in the separate policy regarding complaints.

Royston's SEN policy will be reviewed along with our other policies continually between Playleader, committee members, staff and parents.

Playleader signature.....Dated.....

Committee signature.....Dated.....