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SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

ETHOS

The York Childcare Family aims to provide a friendly and welcoming environment in which all children are equally valued and are encouraged to reach their full potential.

We aim to provide a happy, stimulating and safe environment for all our children. All individuals' abilities are recognised, and we hope that the children in our care learn from first hand experiences, exploration, practice and discovery through play.

A range of resources and activities are provided and where possible equipment to develop and meet individual needs of children.

We work in partnership with parents/carers and other agencies, where appropriate, to support individual children's learning. We aim to provide effective support to meet every child's needs.

We want all children to feel welcome and supported, we believe in adapting our practice to meet the needs of each child rather than just making children fit in with what we do. Parents/carers need to know that this is a happy and secure environment, and the children are part of a happy caring group.

DEFINITION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

A child has **Special Educational Needs** if they have a learning difficulty which calls for special educational provision to be made for them.

A child has a **Learning Difficulty** if:

- They have a significantly greater difficulty in learning than the majority of children of the same age
- If they have a disability, which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority
- If the child is under five and falls within either of the two definitions above or would do so if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

A child may have a special need on a temporary basis following sudden illness or bereavement.

DEFINITION OF DISABILITY

Under the Equality Act 2010 a child has a disability when there is a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his/her ability to do normal daily activities.

What 'substantial' and 'long-term' mean

- 'substantial' is more than minor or trivial - e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more - e.g. a breathing condition that develops as a result of a lung infection

There are special rules about recurring or fluctuating conditions, for example, arthritis. For more details about the special rules download the 'Equality Act Guidance'.

PROVISION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITY

Special Educational Provision means:

- For a child of two years or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area. This includes children who are exceptionally gifted.
- Educational provision of any kind for a child under two.

AIMS

- To ensure that all children are treated as equals and are encouraged to reach their full potential.
- To provide a secure and stimulating environment.
- To involve all the children alongside their peers.
- To ensure all children with Special Educational Needs and / or Disabilities access a broad, balanced, and purposeful early years curriculum.
- To build upon the child's experience and learning.



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- To help children to explore and interpret their world by using their senses.
- To foster confident experimentation within a secure, happy environment.
- To promote educational development through the spoken word.
- To engage the children in stimulating, meaningful learning through play.
- To encourage a positive self-image, independence, confidence and self-control.
- To nurture creativity through a variety of materials and activities.
- To develop social skills - caring, sharing, taking turns, co-operative tasks.
- To promote an understanding of and respect for different cultures and beliefs.
- To encourage the physical skills of body co-ordination and fine manipulation.
- To have regard to the Code of Practice on the identification and assessment of SEND and to provide access to the full range of opportunities for all children.

The Code of Practice can be accessed via [SEND Code of Practice](#) and hard copies are available on request.

OBJECTIVES

- To ensure the entitlement of all children to the curriculum
- To ensure that the aims are met and implemented effectively.
- To support early identification of children with SEND and ensure appropriate intervention and provision.
- To monitor, record and evaluate all children's progress.
- To identify, assess, plan, do and review individual needs within the Code of Practice.
- To have commitment to developing excellent partnerships with parents and share responsibility for meeting SEND with them.
- To foster good links and communication with other agencies.
- To provide support and additional resources for children using the SEND Pathway of support.
- To ensure the SEND policy is known, agreed, and implemented by all staff.
- To ensure staff development regarding SEND.

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- To publish admissions arrangements with relation to SEND.

BELIEFS AND ATTITUDES REGARDING EQUAL OPPORTUNITIES

Every child has the right to develop, grow and learn in a caring educational setting appropriate to their needs without prejudice or discrimination. We recognise that all children develop at different rates.

PROCEDURES FOR IDENTIFICATION, ASSESSMENT & REVIEW

York Childcare Ltd (YCL) has regard for the SEND Code of Practice. Our Settings ensure the graduated approach to identification, assessment and review is in place using the “assess, plan, do, review” model for SEND support.

This policy will be reviewed annually, but more frequently if required to do so by any relevant legislative changes.

RESPONSIBLE PEOPLE

Each setting has a designated Special Educational Needs Co-ordinator (SENCO). The SENCO will coordinate provision, advise staff, liaise with parents and professionals.

Every child is supported by a keyperson who meets the needs of each child in their care, responding sensitively to their feelings, ideas, and behaviour.

ADMISSION ARRANGEMENTS

Children with SEND are admitted to the setting after consultation between parents/carers, Setting Manager and the Special Educational Needs Co-ordinator (SENCO).

Where we have the facilities to provide effectively for a child with Special Educational Needs & Disabilities, applications from children with SEND will be treated no less favourably than applications from other children. It is important that parents draw attention to any special need or disability they feel their child may have so that additional support and resources can be discussed. These will be subject to the availability of funding and collaborative arrangements with other agencies. We will endeavour to accommodate the needs of each child and will make reasonable adjustments. All reasonable steps will be taken alongside working with LA and external agencies before deciding to withdraw services if reasonable and safe practical arrangements cannot be achieved



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ARRANGEMENTS FOR INCLUDING CHILDREN WITH SEND INTO OUR EARLY YEARS SETTING

In order to meet the individual needs of each child, the following will be taken into consideration by parents/carers, the SENCO, keyperson and by the staff team:

- Physical changes such as the movement of furniture or of the position of activities available.
- The availability of differentiated play equipment and learning activities, graded resources, sensory equipment etc.
- Communication systems e.g. communication aids, Makaton, sign language etc.
- How the offer of inclusive play experiences is made available both inside and outside.

ALLOCATION OF RESOURCES TO AND AMONG CHILDREN WITH SEND

'Resources' refers to staffing and equipment. Staff will be deployed to ensure children with SEND can access the environment and learning opportunities through the use of the key-person system. We have access to loan equipment and resources to meet individual needs. These needs will be assessed / discussed between the parents/carers, the SENCO, and the keyperson.

ARRANGEMENTS REGARDING THE PROVISION OF ACCESS FOR CHILDREN WITH SEND TO SETTING A BROAD AND BALANCED EARLY YEARS CURRICULUM

Our planning considers the individual needs, abilities, and interests of every child. We will monitor and evaluate to ensure we make changes to our practice as appropriate, acknowledging that children learn at different rates.

STAFF QUALIFICATIONS AND EXPERIENCE WITH SEND.

Please discuss with the setting SENCO.

ARRANGEMENTS FOR SEND TRAINING

A basic introduction to the principles of SEND is included as part of the induction process for all staff recruited to work for YCL.

Managers, staff and SENCOs receive additional training enabling them to support children, parents and keyworkers.

SEND training is part of ongoing staff development to update staff knowledge and understanding in the following areas

- Early identification of SEND
- Early intervention/action to meet children's needs
- Monitoring & recording children's progress

SPECIALIST SERVICES FROM WHOM ADVICE MAY BE SOUGHT

Multi-agency input is very significant in supporting young children with SEND.

Advice is sought from the Learning Support Hub, Health Services, Social Services, and other parties on matters relating to our work on SEND.

ARRANGEMENTS FOR PARTNERSHIPS WITH PARENTS/CARERS

Parents/Carers of all children should feel they are treated as partners who can: -

- Play an active and valued role in their children's education and development.
- Have difficulties identified early with appropriate intervention to tackle them.
- Have knowledge of what rights they can expect for their child.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision, including transition to other settings.




Parents/carers should refer to the YCL Grievance Procedure if they wish to make a complaint about anything relating to the Policies and Procedures outlined within the section.

LINKS WITH OTHER PROVIDERS

YCL seeks to foster effective links with schools, nurseries, playgroups, childminders, etc. to facilitate smooth transitions between settings.

In order to maintain high quality childcare for all children, YCL is committed to the development of links with appropriate agencies and organisations, both statutory and voluntary, to ensure that appropriate support and advice are sought. Please note that advice about an individual child cannot be sought without written parental consent.



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