

ADDITIONAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Staff, helpers, parents/carers and visitors who have additional needs will be welcomed and supported by the provision, in keeping with the Equal Opportunities Policy, with the needs of all being of paramount importance at all times.

Children with additional needs, like all other children, may be admitted after full consultation between parents/carers, provision staff, referral scheme co-ordinators and any other relevant agency workers involved.

Prior to admission of a child, parents will be informed of any health and safety procedures, and risk assessments which will be in the best interest of the child. Consideration will be given to all disabilities in respect of meetings, recommendations and all decisions will be documented.

The provision may request additional assistance, via an appropriate local Referral Scheme where available.

Access to the building

There are wide doors and ramps at the entrance to the building and wide doors entering in to the main hall. The main hall is on one level with a stage at one end that has ramp access to it. There is a private and dedicated disabled toilet and changing facilities within it.

Westend Playgroup operates a strict child: adult ratio in line with the current legislation. Staff attend relevant training to support them in delivering a service to children of all abilities.

All children, regardless of ability are encouraged to participate in activities and these activities are designed to suit a range of physical, emotional and cognitive abilities. The curriculum embraces diversity; for example, different festivals are celebrated and positive images of all children are presented through play, stories and song.

Westend Playgroup operates with regard to the Welsh Assembly Government SEN Code of Practice for Wales (2002) as updated.

Although provision for children with additional educational needs is a matter for everyone in the setting, the general duty to identify and make provision for children with SEN remains with the Local Education Authority.

The Registered Person (Playgroup Leader) has responsibility for the day-to-day management of all aspects of the setting's work,

including provision for children with additional educational needs. The Registered Person works closely with the SENCO (Deputy Playgroup Leader).

The SENCO working closely with the Registered Person and Playgroup Assistants, has responsibility for the day-to-day operation of the setting's additional educational needs policy and for coordinating provision for children with additional educational needs.

The SENCO is responsible for:

- ensuring liaison with parents and other professionals in respect of children with additional educational needs
- advising and supporting other practitioners in the setting
- ensuring that appropriate Individual Education Plans are in place
- ensuring that relevant background information about individual children with additional educational needs is collected, recorded and updated
- ensuring that parents are aware of the local parent partnership services

The SENCO will be responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

All staff are fully aware of the procedures for identifying, assessing and making provision for children with additional educational needs.

If practitioners in consultation with parents conclude that a child may need further support to help them progress, the help and advice of the SENCO will be sought. The SENCO will collect all known information about the child and seek additional new information from the parents.

In some cases outside professionals from health or social services or the education psychology service may already be involved with the child. These professionals will only be contacted in relation to additional educational needs with parental agreement.

The basis for requesting the involvement of outside agencies could be that despite receiving an individualised programme and/or concentrated support, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at an early years curriculum substantially below that expected of children of a similar age

- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Where, with parental consent, we seek the help of external support services, those services will need to see the records on the child that we hold in order to establish which strategies have already been employed and which targets have been set and achieved.

When making a request for additional support or assistance, we will state clearly the reasons for the request and submit the following evidence:

- the views of parents/carers
- the ascertainable views of the child
- evidence of progress over time
- copies of advice, where provided, from health and social services
- evidence of the involvement and views of professionals with relevant specialist knowledge and expertise outside the normal competence of our setting
- evidence of the extent to which our setting has followed the advice provided by professionals with relevant specialist knowledge.

In some cases, in consultation with parents, we may conclude, after having taken action to meet the learning needs of a child, that the child's needs remain so substantial that they cannot be met effectively within the resources normally available to us.