

JACK AND JILL PLAYGROUP
SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

Jack and Jill Playgroup aim to have regard to the SEND Code of Practice 0-25 part of the Children and Families Act 2014 and also in the Medway Early Years process in meeting the needs of children with Special Educational Needs (SEN) and/or disabilities within our group.

We have a named member of staff: Mrs Lisa Holtum who is our Special Educational Needs and Disabilities Co-ordinator (SENCO).

MAIN AIMS:

We provide a statement showing how we provide for children with SEN/disabilities:

- We include all children in our provision.
- We provide staff to help support parents and children with special educational needs SEN and/or disabilities.
- We identify the specific needs of children with SEN and/or disabilities and meet those needs through a range of strategies.
- We work in partnership with parents and children so that they are able to participate fully in decisions about the support they are to receive.
- We monitor and review our practice and provision regularly and, if necessary, make adjustments.

Our playgroup is situated in a leased purpose built foundation premises situated on the ground floor with integral children`s toileting facilities within the two playrooms and covered outside play area.

We aim to monitor and review our provision, provide funding and make adjustments if necessary to the physical environment and practices ensuring children with SEN and/or disabilities are not at a disadvantage. We will take parents wishes and children`s safety into account at all times.

Children with additional needs, like all children, are admitted to playgroup after consultation with parents, supervisor, SENCO and the administrator. Provision for children with SEN/or disabilities is the responsibility of all members of the setting.

We work in partnership with parents and other agencies in meeting individual children`s specific needs these may include funding by our LA (Local Authority-Medway) ICSS team with support from Specialist Teachers, Health Visitors, Portage and Outreach Teachers etc. This will include transfer arrangements to other settings and schools.

Our aim is to provide for the developmental needs of each child in the group. We provide a broad and balanced curriculum for all children with or without SEN/or disabilities within the EYFS framework which ensure that children learn and develop well and are kept healthy and safe. This includes ongoing assessment of children`s progress. All children in the group, irrespective of their SEN/or disabilities are encouraged to participate in group activities, we will adapt as required.

Progress check at age two - between two and three years, key persons review progress and provide parents with a short written summary of their child's development. This progress check **must identify** the child`s strengths and any areas progress is slower than expected and inform the parents. If there are significant emerging concerns (or identified SEN or disability) we develop a targeted plan to support the child.

The groups system of observation and record keeping which operates in conjunction with parents enables us to monitor each child's needs and progression on an individual basis.

We use the graduated approach for identifying, assessing and supporting a child's SEN/or disabilities. Ensuring parents are informed at all stages of the assessment, planning, do and review of their child's education and progression.

We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN/or disabilities and keep a record of these.

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

- We provide parents with information on sources of independent advice and support.
- We provide parents with an offer document 'Children with SEN and or disabilities: what we offer' which sets out how children are assessed and what happens if a child is identified with SEN within our setting.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We ensure the privacy of children with SEN/or disabilities when intimate care is being provided.
- We provide in-service training for practitioners and volunteers whenever possible provided by the Medway Early Years, Pre-school Learning Alliance and other professional bodies.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

- We provide a complaints procedure.
- We monitor and review our policy annually.

This policy was adopted at a meeting of Jack and Jill Playgroup held on:

Signed on behalf of the pre-school:

CHAIRPERSON

Safeguarding and Welfare Requirement: Equal Opportunities