



Play in Ltd

Special Educational Needs Policy

Definition of Special Educational Needs:

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them 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 education authority
- Are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This SEN policy details how Play in Ltd will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them.

The club will use its best endeavours to ensure that early years Play workers in the club are able to identify and provide for those pupils who have special educational needs to allow pupils with special educational needs to join in the activities of the setting together with pupils who do not have special educational needs.

The Early Years Foundation stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that means they have special needs that require particular action by the club.

These requirements are likely to arise as a consequence of a child having special educational needs. Staff take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in activities. Such children may need additional or different help from that given to other children of the same age.

The setting will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

As we are an Afterschool/Holiday provision, the primary provision (where the children spend most of their time) is school. Therefore they will be the ones liaising with other agencies in regards to SEN. Our role will be in supporting the children with SEN and making sure that we can make our provision accessible for them to use.

Play in Ltd believe in working in partnership with other professionals, so we will liaise with the SEN officer in each school to see how we can work together to support the children with Special

educational needs (if the parents give permission or written consent for 'information sharing' between both parties).

Partnership with Parents

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. This setting recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's time at the club.

Working With Children

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their time at the club will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Partnership with SNIPS

Play in Ltd has been working in conjunction with SNIPS (Special Needs Inclusion Playcare Service) which enables us to access training, support and become a much more fully inclusive practice by working alongside ourselves and parents/carers to enable children to access our after school and holiday clubs.

Identification, Assessment and Provision in Early Education Settings

The Government's Early Learning Goals sets out what most children will have achieved by the end of the foundation stage/school reception year. Children will progress at different rates during the foundation stage. By the end of this stage some children may still be working towards the goals. Such children will need differentiated learning opportunities to help them progress and regular monitoring of their progress.

Graduated response

Monitoring of individual children's progress throughout the foundation stage is essential. Where a child appears not to be making progress then it may be necessary to use alternative approaches to learning. Ongoing difficulties may indicate the need for help above that which is normally available for children in the particular early education setting. The key test for action is evidence that the child's current rate of progress is inadequate.

Adequate progress

Adequate progress can be defined in a number of ways. It might, for instance, be progress that:

- closes the attainment gap between the child and the child's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour.

Once practitioners have identified that a child has special educational needs, the setting will intervene through **Early Years Action**. If this intervention does not enable the child to make satisfactory progress the SENCO may need to seek advice and support from external agencies.

This form of intervention is referred to as **Early Years Action Plus**. Informing parents to contribute their knowledge and understanding of their child and raise any concerns they may have about their child's needs and the provision that is being made for them, is an essential initial step.

The SENCO

In this Early Years setting the SENCO is Niala Haq.

The SENCO will have responsibility for:

- ensuring liaison with parents and other professionals in respect of children with special educational needs
- liaising with the SENCO officer of the school the child is based at
- advising and supporting other practitioners in the setting
- ensuring that appropriate Individual Education Plans are in place, if required.
- ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.

The SENCO will take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with school SENCO officer; colleagues; and in monitoring and subsequently reviewing the action taken.

The SENCO will also ensure that appropriate records are kept including a record of children at *Early Years Action* and *Early Years Action Plus* and those with statements. These records will be given to us from the school, only with the parents authorisation. Also, the SENCO will attend any review session's within school, if parents wish for us to do so. So that we are updated and can put strategies and actions in place to support the child at our provision.

The teacher/practitioner usually responsible for the child will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. The Play workers role at Play In Ltd will support any ongoing strategies that are in place, and are informed of any changes or development, through liaising with parents and Teachers at the school.

Useful Contacts

Sheffield (SNIPS-Special Needs Inclusion Playcare Service):

Address: SNIPS, Level 6, North Wing, Moorfoot Building, Sheffield, S1 4PL

Tel: (0114) 273 4017

Email: SNIPSBusinessSupport@sheffield.gov.uk

Leeds (SENSAP-Special Educational Needs Statutory Assessment and Provision):

Tel: 0113 3785 256

SENSAP e-mail: sensap@leeds.gov.uk

This policy was adopted by: Play in Ltd	Date: Jan 2020
To be reviewed: Jan 2021	Signed:

Written in accordance with the *Statutory Framework for the Early Years Foundation Stage (2017): Safeguarding and Welfare Requirements: Information and records [3.68 -3.70]. Special educational needs code of practice. Working Together to Safeguard Children 2018*