



Special Educational Needs & Disabilities Policy

April 2020

Review April 2021

Acorn Childcare Centre (the Centre) is committed to making its setting accessible to all children, ensuring that the individual needs of all children are met and that children are able to reach their full potential. All children have the right to the Early Years Foundation Stage and all staff have a duty to meet the needs of all the children attending the setting.

A designated member of staff will be appointed as the Special Educational Needs Coordinator. The named person will liaise with parents/carers and professionals and ensure that the setting is up to date with current legislation and practice.

The named SENDCO is **Donna Downs**

We have regard for the Special Educational Needs and Disability (SEND) Code of Practice (DfE 2015) on the early identification, provision and assessment of children with special educational needs and in addition:

- Children & Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children 2018
- EYFS

We have adopted the graduated approach with four stages of action: assess, plan, do and review.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

We aim to foster an environment where SEND children are:

- Seen as children first
- Fully accepted and integrated
- Encouraged and enabled to be as independent as possible
- Respected when care is of a private nature

To meet the individual needs of disabled children this will involve actively looking at issues surrounding:

- Access
- Activities (planning and adapting them)
- Staffing levels (making sure they are adequate)
- Training
- Resources and equipment (after consultation with parents)
- Challenging stereotypes and promoting positive attitudes amongst children and staff
- Making reasonable adjustments where required

The Centre will endeavour to ensure that all children are treated with equal concern and respect, and will focus on high aspirations and improving their outcomes. We will assess every child's specific needs and take the relevant steps to adapt our facilities and activities to meet the needs of everyone. No child will be discriminated against or put at a disadvantage as a consequence of their needs.

The Centre will ensure that:

- The environment is suitable for disabled children
- Staffing arrangements meet the needs of individual children.
- A written statement is available to parents and is consistent with current legislation.
- Children with special needs have access to facilities, activities and opportunities.
- There is a clear focus on the participation of children and parents/carers in decision making at individual and strategic levels.
- We liaise with parents and professionals about the need for special equipment/services for children.

Assessment

Where a member of staff has concerns about the development of a child, they will complete an analysis of the child's needs. This will be discussed with the child's parents/carers and SENDCO in order to decide on the best support. This initial assessment will be reviewed regularly and where there is little or no improvement in progress, more specialist assessment may be called for. The SENDCO will contact professionals with the parents' agreement.

The Role of the Special Educational Needs Co-coordinator (SENDCO)

The SENDCO is responsible for monitoring the needs and progress of children with additional needs. The SENDCO will ensure that liaison takes place with parents/carers and with appropriate professionals as well as ensuring that the setting is up to date with current legislation and practice, by:

- Ensuring that staff members are aware of the procedure if they have a concern about a child.
- Attending training.
- Liaising with parents to ensure they are involved throughout and their insights inform action taken by the setting.
- Collaboration between education and health and social care services to provide support.
- Lead and coordinate the graduated approach, supporting colleagues through each stage of the process.

- Oversee implementation of intervention programmes.
- Coordinate children's transitions, including sharing of information with the receiving setting or school.

The following members of staff have received SEND training:

- Donna Downs
- Kirsty Boon

Admissions Arrangements:

All children, including those with identified SEND are admitted to the setting following discussions with parents/carers.

Partnership with Parents

The Centre will work with parents and outside agencies/professionals in supporting children with SEND by:

- Setting up regular meetings with parents to update them on their child's progress, to update and amend plans to meet changing developmental needs.
- Ensuring parents have regular access to their child's key worker and/or the SENDCO.
- Setting up clear communication channels with parents to enable staff to make suggestions regarding activities for the child to complete at home, and for parents to report back on those and other activities and events pertinent to the child.
- Ensuring that we use information from and signpost parents to parent support groups.
- Ensuring that we work with outside agencies and professionals in support the child.
- Ensuring confidentiality.
- Making additional, suitable, arrangements for transition to primary school.
- Keeping written records of meetings, observations and assessments.
- Writing Additional Support Plans for each child.

We do not contact other professionals about a child without parental consent unless there are concerns about child protection.