



## **Special Educational Needs and Disabilities Policy**

Bristol Children's Playhouse welcomes and supports children and adults with Special Education Needs and Disabilities. We facilitate an inclusive environment and will endeavour to make reasonable adjustments to our setting and activities to ensure that they're accessible and to meet the needs of all our children. We believe that every child should have the opportunities to maximise their potential and have access to a full range of broad and balanced opportunities.

### **Aims**

Our nursery provides inclusive play and learning opportunities for all children. Staff and children are supported so that we can welcome diversity. Disabled children/children with Special Educational Needs have access to broad and balanced opportunities within the Foundation Stage. They are included in all of the activities of our setting by providing differentiated tasks and experiences. We ensure that the Equality Act 2010, Children and Families Act 2014 and in particular the new SEND code of practice are implemented in our setting.

### **Special Educational Needs Co-ordinator**

Our Special Educational Needs Co-ordinator is Sabina Zuilli.

Her responsibilities are:

- To provide information for the staff and to support them in identifying children who need additional support and to provide early intervention and ensure that opportunities are made to ensure they can become equal.
- To ensure that appropriate Individual Education Plans are in place, monitored and reviewed.
- To maintain records on the children and to be a channel of communication between agencies.
- To initiate action with other agencies as appropriate in respect of the Special Educational needs of any child in the preschool.
- To work in partnership with parents, offer them information which is clear and accessible, support them during their child's time in the preschool.
- To involve children in decisions concerning their play and learning, and to support them in making choices.
- To facilitate and organise relevant meetings with parents and outside agencies.
- To ensure all staff receive the appropriate training and support to meet the needs of the child.

### **Admission arrangement**

Disabled children/children with Special Educational Needs will not be discriminated against. Children's individual needs will be discussed with their parents/carers and we will adapt to meet those needs. We will be flexible during the settling in period so children can get to know us at their own pace.

For information on our transition, please refer to our transitions policy.

If a child joins the setting and presents with specific health or medical needs, such as Cerebral Palsy, we would seek specialist advice and support on how best to support the child's admission and make and necessary adaptations. This could include additional training for using specialist equipment, administering medication or care or could simply be to raise awareness of the condition amongst the wider staff team.

**Support available to disabled children/children with SEN/facilities to increase access.**



## **Staffing**

Provision for SEND children is a matter for everyone in our setting, and all staff are made aware of the individual needs of children. We will seek to offer and apply for the appropriate level of support for individual children. We arrange small groups when needed. Whilst we operate within mandated ratios in our nursery setting, we operate a lower ratio of 1:6 in our preschool, allowing capacity for increased support where needed. We endeavour to provide dedicated support, in lieu of a successful 121 application bids, especially during settling in period to allow children to feel comfortable and settled. Upon successful applications for additional support, we aim to provide the support with the same practitioner, allowing for a consistent approach and a relationship to be built with the child and the parents.

## **Training**

Our setting is committed to training to ensure that we are inclusive and are able to meet the needs of all children. Where additional courses for more specialist support are identified, we aim to facilitate attendance these to ensure our practices are the most update and relevant to the current cohort.

## **Facilities**

We have a toilet that is wheelchair friendly and ramps are provided to ensure easy access to our buildings.

Our entire learning environment is accessible and comfortable to all children. We arrange the furniture, lay out the equipment and use the space in our setting so children have maximum independence.

We review our resources to ensure that we provide the most suitable stimuli to suit and tailor to individual needs.

## **Curriculum**

All children, regardless of the ability, gender or ethnic culture have access to the Early Years Foundation Stage which is differentiated to their needs. We seek the advice of other professionals and seek ways to implement their advice. We aim to always build on the strengths of the child. In some situations the implementation of an individualised curriculum, for complex needs, is designed to ensure that the right beneficial support is given to the child.

## **Identification, assessment and provision**

As part of our daily routine we regularly observe and document children in a range of activities at different times of the day to plan for their learning from their interests and needs. From these observations, we are able to track children's progress in line with the EYFS. This monitoring allows us the opportunity for early intervention, if an area of concern is noted.

In the nursery, ahead of the child's third birthday, we complete a 2 year check which provides a detailed check of the child's development and progress.

Throughout the child's preschool career, we work in close partnership with parents, by listening to their concerns, reassuring them, or expressing our own concerns. Our team offer support and practical advice for addressing issues and allowing for a consistent approach to problems both at home and in the setting. As a partnership we work together for the best interest of the child, at all stages.

## **A Graduated approach**



Our graduated approach, allows us to accommodate differentiation, by using the following 4 stages; assess, plan, do and review.

### **Assess**

The key person works together with a child's parents and the SENDCO to assess the child's needs. Where the child makes little or no progress, specialist assessment from outside professional may be needed.

### **Plan**

The child's parent, Key Person and SENDCO agree:-

- Outcomes they are seeking for the child
- Interventions and support to be put in place
- How they expect the interventions to impact upon the child's progress
- A review date

Interventions should:-

- Be strategies and support provided by practitioners with the relevant skills
- Include a range of learning opportunities and differentiated activities to meet the outcomes identified for the child

Depending on the level of support that a child needs, interventions should be documented on:-

- An Individual Education Plan
- An individual Provision Plan
- A support plan
- A risk assessment

### **Do**

The Key Person will responsible for supporting the child each day and putting in place the agreed interventions. Practitioners record learning and progress through observations detailing significant learning and development for the child's learning diary and for SEND monitoring purposes.

The setting's SENCO will:-

- Support the key person in assessing the child's response to the actions
- Provide advice on how to put the interventions in place effectively

### **Review**

The setting will work with child's parents to:-

- Review the child's progress in line with the agreed date
- Evaluate the impact and quality of support
- Agree any changes to the outcomes, depending on the child's progress

If outside professionals are involved they should also be invited to attend regular reviews.

## **Links with other Agencies and Settings**



We have links with other professionals from different agencies such as Health Visitors, Speech Therapists and the Local Education Authority Inclusion Team. We will liaise with other settings to ensure a smooth transition from our setting to the new setting. We will transfer information about the child with the parent's permission to the new setting.

## **Partnership with Parents**

We are committed to working in equal partnership with all our parents/carers. We offer information to parents in ways that are accessible to them and will always aim to be available to answer parent's question. We have regular, informal day to day contact with parents.

We will involve parents/carers by:

- Involving them in planning and reviewing their child's development.
- Involving them in setting targets in their child's Individual Education Plan so that the activities can be undertaken both at nursery and at home.
- Providing them with information on the rights of the child and give them knowledge so that they can make informed decisions that affect their child.
- supporting them throughout their time at the Playhouse and always sharing any relevant information.

If a child is identified by staff as having additional needs that may need support and/or involvement with other agencies then we will ask permission from the parent to contact any relevant agencies and/or create an Individual Education Plan. If a parent does not give permission for us to implement the support then an additional evaluation, and a risk assessment, will be carried out on the child's ability to develop within the nursery setting. In this instant, our SENDCO will seek confidential, anonymous advice, on how best to support the child's needs.

Please note: In the event that parents do not give permission or engage with our plan of action, decisions will be made based on the safety of the wider pupil group and our staff. This may, in some extreme cases, result in the Playhouse reserving the right to reduce sessions or request that child no longer attends the setting.

## **Listening to Children's views**

We respect the views of the child and always try to find ways in which they can be heard. We encourage children to make choices and to express their feelings. We achieve this through simplified language or visual aids. We find ways of listening to the children's preferences and views when planning Individual Education Plans particularly by observing them carefully in their play. We find ways of giving children feedback on how they are doing, and we build on success.