

## SUPPORTING CHILDREN WITH SPECIAL / ADDITIONAL NEEDS AND DISABILITIES POLICY

**SENCO – Tayla Williams (supported by Sally Wingham, Setting Manager)**

At Clocktower Childcare, we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual, unique needs and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their needs. We are committed to working in partnership with parents/carers and strive to make reasonable adjustments to enable every child to make full use of the setting's facilities.

***PLEASE NOTE, for ease of reading, the term 'needs' refers to special and/or additional needs, and/or disabilities***

### PROCEDURES

We will:

- Recognise each child's individual needs and ensure all staff are trained to identify any concerns
- Implement an in-house referral system, to enable practitioners to refer concerns quickly to the SENCO
- Implement our Equal Opportunities policy at all times
- Work in partnership with parents/carers, and liaise with any other professionals or agencies involved
- Provide the SENCO with specific training and actively encourage attendance to any relevant workshops and forums to keep herself up to date
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Carry out Progress Checks at age 2 for all children, identifying any strengths or areas where the child's progress is less than expected. If there are significant emerging concerns, or a pre-identified need, an in-house referral to the SENCO will be made so that a targeted plan to support the child's future learning and development can be made with the family
- Provide a complaints procedure and make available to all parents/carers, in a format that meets their needs if requested e.g. Braille, audio, large print, additional languages
- Ensure that all children are treated as individuals/equals
- Have high expectations for all of our children
- Encourage children to value and respect others
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with needs
- Celebrate diversity in all aspects of play and learning

### THE ROLE OF THE SENCO

The role of the SENCO is to:

- Take the lead in assessment of the child's needs, working in partnership with the Keyperson, family and any other professionals or agencies involved
- Attend relevant training, workshops, forums and networking events where she can obtain information and updates regularly
- Keep a register of children with any additional needs, including Free for 2 funding, Early Years Pupil Premium, EAL, CHIN, Early Help, CP, CIC, gifted and talented, Gypsy Roma Traveller, armed forces, bereaved and children not living with birth parents
- Keep a register of children with any special needs or disabilities, including speech and language
- Detail current levels of support being offered (Universal / Targeted etc)
- Share any assessments or reports made by the setting with parents/carers and support them in seeking any help they or the child may need
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Use the graduated response system for identifying, assessing and responding to children's needs
- Support the Keyperson in creating Personalised / Targeted Plans
- Review these regularly with parents/carers (and any other professionals or agencies involved)
- Use the local authorities Assessment Framework
- Read any reports that have been prepared relating to the child, and implement any actions to be taken
- Plan future support for the child in discussion with the Keyperson (and Management where necessary)
- Support the Keyperson, enabling them to remain responsible for working with the child on a daily basis
- Consult with parents/carers and keep them informed of the action taken to help the child, and of the outcome of this action
- Support staff with providing opportunities for children whose home language is not English, to develop and use their home language in play and learning, whilst also providing opportunities for them to begin grasping a basic level of English. We must work closely with the family, judging their perception of the child's use of their home language, to establish if there is cause for concern about general language delay
- Work closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate our practice and procedures relating to needs
- Support key people with transitions to school / specialist nursery

### EFFECTIVE ASSESSMENT OF THE NEED FOR EARLY HELP

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-

agency assessment. These early help assessments, such as the Common Assessment Framework, should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. In cases where we initiate the process, the Designated Safeguarding Lead (Janey Law) would make a referral for early help. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family. For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents/carers. It should involve the child and family as well as all the professionals who are working with them
- A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen
- If parents/carers and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary
- If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm or is likely to do so, a referral should be made immediately in line with usual safeguarding and child protection procedures.

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITY CODE OF PRACTICE**

We have regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs. We will undertake a Progress Check at Age 2 of all children in accordance with the Code of Practice and EYFS Statutory Framework. The Code of Practice recommends that, in addition to the formal checks above, we should adopt a graduated approach to assessment and planning, led and coordinated by the SENCO. Good practice of working together with parents/carers, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability.

### **THE GRADUATED APPROACH**

#### Stage 1 - Universal

Where a practitioner or SENCO identifies a child with special educational or additional needs, the SENCO will assess and record those needs and provide a number of key actions to help the child. As part of this process, we will consult with parents/carers and seek any additional information from external professionals. The targets for the child, any teaching strategies or changes to provision are set out in a Targeted Plan. The plan will be continually under review in consultation with the child, family and other professionals providing support or guidance. This stage will involve a cycle of assessment, planning and review in increasing detail, with increasing frequency, to identify the best ways of securing and maintaining progress.

#### Stage 2 – Targeted

This is where the SENCO, in consultation with the child's parents/carers, decide external support services are required (usually following a review of the Targeted Plan). We will share our records on the child with those services so that they can advise on any targets and appropriate strategies to help the child, which may result in a Personalised Plan.

#### Education, Health & Care Plan

If the help given through a Personalised Plan is not sufficient to enable the child to progress satisfactorily, it may be necessary for the SENCO, in consultation with the parents/carers and any external agencies already involved, to request a statutory assessment by the local authority. This may lead to the child receiving an Education, Health and Care Plan (EHCP).

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This policy was adopted at a meeting of Clocktower Childcare Ltd held on 30<sup>th</sup> August 2019. Latest date to be reviewed: 31<sup>st</sup> August 2020.

Signed on behalf of Clocktower Childcare Ltd:

*J. Law*

Jane Law, Director

*S. Wingham*

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