



Ladybird Playgroup Thriplow CIO – Special Educational Needs / Disability Policy

School Lane, Thriplow, Royston, Herts, SG8 7RH

CIO Charity Number 1162435

Tel: 01763 208055 Email: ladybirdplaygrouphthriplow@gmail.com Web: www.ladybird-playgroup.co.uk

Special Educational Needs / Disability Policy

Statement of intent

The Ladybird Playgroup Thriplow CIO provides an environment in which all children are supported to reach their full potential.

Aims

We have regard for the 0-25 Special Educational Needs and Disability Code of Practice 2014 that relate to early years provision.

We include all children in our provision.

We provide key practitioners to help support parents and children with special educational needs (SEN) /disabilities.

We identify the specific needs of children with SEN/disabilities and meet those needs through a range of SEN/disability strategies.

We involve and work in partnership with parents and other agencies in meeting individual children's needs.

We monitor and review our practice and provision and, if necessary, make adjustments.

Procedure

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give their name to parents. The Ladybird Playgroup Thriplow CIO have one SENCO qualified members of staff, Sharon McGinty.

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

We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the Ladybird Playgroup Thriplow CIO.

We ensure that our inclusive admissions practice ensures equality of access and opportunity if the Ladybird setting can best meet the needs of the child.

We ensure that our physical environment is, as far as possible, suitable for children with disabilities and make reasonable adjustments where possible.

We work closely with and involve parents of children with SEN/disabilities to create and maintain a positive partnership.

We ensure that parents are informed and involved at all stages of the Education, Health and Care (EHC) assessment, planning, provision and review of their children's education.

We provide parents with information on sources of independent advice and support.



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We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.

We use the graduated response system for identifying, assessing and responding to children's special educational needs.

We provide a broad and balanced curriculum for all children with SEN/disabilities.

We provide a differentiated curriculum to meet individual needs and abilities.

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

We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

We use a system for keeping records of the EHC assessment, planning, provision and review for children with SEN/disabilities.

We provide resources (human and financial) to implement our SEN/disability policy.

We ensure the privacy of children with SEN/disabilities when intimate care is being provided.

We provide in-service training for practitioners and volunteers.

We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.

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 agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.

We provide a complaints procedure.

We monitor and review our policy annually.

Further guidance

- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- The Team Around the Child (TAC) and Lead Pr
- ofessional: A guide for Managers (CWDC 2009)
- The Common Assessment Framework for Children and Young People: A guide for Managers (CWDC 2009)
- Special Educational Needs Code of Practice (DFES 2001)
- Section 25 of the Children and Families Act 2014
- Early Years: Guide to the 0-25 SEND code of practice (Sept 2014) Part of reforms for Children's and Families Act 2014



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Other useful Pre-school Learning Alliance publications

- The role of the Early Years Special Educational Needs Co-ordinator (SENCO 2006)

This policy was adopted at a meeting of the Ladybird Playgroup Thriplow CIO	
Held on (date)	8/9/2019
Signed on <i>behalf</i> of the Ladybird Playgroup Committee	
Role of signatory (e.g. chairperson etc.)	Chair
Signed by Playgroup Leader/Deputy	
Name of Playgroup Leader/Deputy	S. McGinly