

Hilldrop Play Project

Special Educational Needs Policy

June 2018

| | |
|--|---|
| This policy was adopted by Hilldrop Area Community Association | Date: June '18. |
| To be reviewed: 2 Years. | Signed:  |

At Hilldrop Play Project we provide an environment in which all children, including those with Special Educational Needs (SEN), are supported to reach their full potential and ensure that all children have the opportunity to engage in the curriculum.

- We have regard for the DfES Special Educational Needs Code of Practice (2001).
- We recognise that we will need to consider the individual needs of children when planning our curriculum. We aim to provide a curriculum which accessible to the individual needs of our children.
- We are committed to the philosophy that the children with special needs have the right to be educated alongside peers and as such will be integrated into the Play Project.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents, schools, and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Partnership with parents

We recognise the vital role of parents/carers in the identification assessment and response to their children's needs. We will value their views and contributions and keep them fully involved in their child's education:

- The key person together with the parent/carer will decide if it is appropriate to devise an Individual Educational Plan (IEP) once any concerns have been highlighted.
- We use a system of planning, implementing, monitoring and evaluating IEPs and ensure that these are reviewed effectively.

Named SEN co-ordinator

The name of the SEN co-ordinator is: Pauline Thompson. The SEN co-ordinator is responsible for:

- Arranging meetings between parents and key persons to discuss children's progress.
- Establishing individual records and profiles for children with SEN.
- To liaise with a range of agencies including the Islington inclusion team and health professionals.
- To support staff on strategies for meeting children's special educational needs.

Admission arrangements

We welcome all children to Hilldrop Play Project. We work together towards identifying what is needed to ensure that we can provide and meet the individual needs of a child with SEN. We attend a range of training required to ensure we can meet the individual needs of children with SEN.

Arrangements for accessing a broad and balanced curriculum

- The curriculum is planned to meet the individual needs of children through carrying out regular observations of children and using these to inform our planning.
- The curriculum is further modified on a short-term planning basis to meet specific individual special educational needs.
- Extra support is available to enable access
- Recourses are carefully chosen to facilitate access.

Allocation of resources

- We have access to LBI training programmes
- We have committed staff and experienced childcare practitioners
- We have and engage in a range of support offered from Islington inclusion team
- We ensure that our toys and resources meet the needs of all children and this is reviewed regularly.
- We ensure that staff can offer some one-to-one time with children.

Identification, assessment and Provision

Through ongoing observations and record keeping the developments and interests of all children are supported and any additional needs identified. Where a child appears not to be making progress either generally or in a specific aspect of learning then it may be necessary to differentiate learning opportunities and approaches to learning. Ongoing difficulties may indicate the need for specific support through and Individual Educational Plan (IEP) at Early

Years Action which would be drawn up by the parents/carers, SENCO and the child's key person and reviewed on a six weekly basis.

If a child's needs were identified as complex and considered as low incidence requiring additional long term support at school then a statutory assessment would be sought with the support of a local authority Education Psychologist.

Concerns and Complaints

- Concerns and complaints should initially be taken up with the child's key person or the SENCO. We will respond by meeting with the parent/carer to discuss the situation, if this does not resolved, then the complaints procedure should be followed.

Links to other support services

We have contact and support from the following agencies:

- Islington Childcare Trust
- Islington Inclusion Team: Our are SENCO is Marian Alexis Sinclair
- Health Centre
- Islington Educational Psychologists

Staff training

At Hilldrop Play Project we value the importance of ongoing access to training in order to meet the individual needs of children. We will review the training needs of staff on an annual basis and plan training accordingly. We have a commitment to developing the skills and knowledge of new staff through an induction programme, which includes specific training in meeting the needs of children with SEN.

Partnership with parents

At Hilldrop Play Project, we recognise the value of working with parents as partners. We do this in many ways:

- An 'open' door policy, including daily opportunities to share information and discuss issues with staff/management
- Scheduled meetings for parents to come and discuss their child's progress
- Opportunities for parents/carers to come and work, or observe their child in the setting
- Meetings for parents to share their views about the service.
- Contributions on IEPs and planning
- Operating a key person system.