



Special Education Needs and Disabilities (SEND)

Kids Play aims to provide a welcoming environment in which all children are supported to reach their full potential. We are committed to the principle that ALL children are entitled to care and play opportunities of a high standard and that appropriate support, advice and resource may be necessary to achieve.

AIM:

- We have regard for the 'Special Education Needs and Disabilities Code of Practice:0-25 years' (SEND), 'The Early Years Foundation Stage Curriculum' and 'the Early Years Outcomes'.
- We include all children in our provision, and all will have access to the Early Years Foundation Stage.
- We as practitioners help support parents and children with special educational needs and disabilities. (SEND)
- We identify the specific needs of children with SEND and meet those needs through a range of strategies.
- We 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 and ensure all feel valued.

Methods:

- We are committed to the principle that ALL children are entitled to care, learning and play opportunities of a high standard and that appropriate support, advice and resources may be necessary to achieve this.
- We designate a member of staff to be Special Educational Needs and Disabilities Co-ordinator (SENCO) and give their name to parents.
- We provide a statement showing how we provide for children with SEND.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with SEND
- We work closely with parents of children with SEND to create and maintain a positive partnership.
- We ensure that parents of children with SEND are the centre of decision making and are involved at all stages of the assessment, planning, provision and are informed on how their children are progressing.
- We provide parents with information on sources of independent advice and support.

- We liaise with other professionals involved with children with SEND and their families, including transfer arrangements to other settings and their families, including transfer arrangements to other settings & schools.
- We use the graduated response system for identifying, assessing and responding to the children’s special educational needs and disabilities.
- We provide a broad and balanced curriculum for all children with SEND.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating & reviewing individual educational plans (IEPs) for children with SEND.
- We ensure that children with SEND 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 assessment, planning, provision and review for children with SEND.
- We provide resources (human & financial) to implement our SEND policy.
- We ensure the privacy of children with SEND when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any related area of expertise that the setting has to offer, eg: Makaton trained staff.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources eg.: IEP reviews, staff & management meetings, parental & external agencies views, inspections & complaints. This information is collated, evaluated & reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Admission arrangements for children with Special Educational Needs and Disabilities:

- Children with SEND will be admitted to Kids Play settings after consultation between parents, childcare manager & any relevant key-persons.
- Any special measures required should be put in place before the child’s care provision starts.
- Children will be assigned a key-person who will liaise with parents, and develop a strong, supportive relationship between Kids Play settings & home.

Partnerships with other Agencies:

- We aim to liaise with the relevant professionals and agencies outside the setting to meet children’s specific needs. These include:
 1. Early Years Development & Childcare Services
 2. Social services
 3. Health Visitors
 4. Speech & Language Therapists
 5. Educational Psychologists
 6. Behaviour Support Services
 7. Relevant Training Providers

This policy will be regularly monitored, reviewed & evaluated at least annually

Manager Signature.....
 Reviewed.....
 Date of Next Review.....