



ST CATHARINE'S UNDER FIVES SPECIAL EDUCATIONAL NEEDS/SPECIFIC REQUIREMENTS POLICY

Statement of intent

The Playgroup has regard to the Equality Act 2010 and will make all reasonable adjustments for the inclusion of all children and aims to ensure the best for each of them as individuals. This approach means that every effort is made to promote a positive climate within the Playgroup that recognises the right of children with specific requirements not to stand out from their peers.

We believe that the purpose of education for all children is the same but the help individual children needs will be different. (Warnock Report 1978).

Aims

1. Identify a child with specific requirements as early as possible.
2. Promote an atmosphere of encouragement, acceptance, and respect for achievements in which all children can thrive.
3. Develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.
4. Adopt positive and consistent strategies to help children with behavioural difficulties and/or emotional problems.
5. Inform parents of the needs and progress of their child and to work in partnership with them.

Methods

- The Playgroup has appointed a Special Needs Coordinator (SENCO) who is responsible for coordinating the specific requirements provision within the Playgroup. Our Special Educational Needs Co-ordinator is **Aleksandra Swiatlowska**.
- The SENCO will provide support and advice to staff and parents and liaise with outside agencies and also monitor and develop the specific requirements within the Playgroup.

Identification, assessment and review

- All Playgroup staff members are responsible for the learning and development of all the children in the Playgroup, including those with specific requirements.
- The child's key person will use observation and assessment to assist in the identification of specific requirements.
- It is the responsibility of all staff to report to the SENCO if a specific requirement is identified or suspected with any child who attends the Playgroup.
- Staff will offer early help and engage other agencies as necessary after gaining parental consent.
- The child's key person, SENCO, and the child's parents will then work together in setting appropriate strategies and programmes of work (MY PLAN) following a graduated approach (see Appendix G).
- Children's MY PLANS are taken into account when planning Playgroup activities to ensure inclusion for all.

Inclusion

- The Playgroup undertakes to ensure that each individual child has access to the full breadth of the early years' curriculum by the use of such strategies as flexible grouping of the children, adapting timetables when necessary and sharing resources and expertise where beneficial.



- Staff will support all children through the differentiation of both planned and unplanned activities. Where appropriate and when possible, staff members are flexible about organising and managing groups to increase the support available to children with specific requirements.
- This is made further possible as Playgroup uses the High Scope educational approach allowing for flexibility in planning with, and for children (see Appendix A).
- Playgroup teaching and activities are organised to support children with specific requirements in a variety of ways including peer tutoring, appropriate oral language and instructions and support from assistants, parents and cooperative group working.

Resources

- The Playgroup recognises the need to provide the maximum amount of assistance for children with specific requirements and accept a variety of means of recording and provide specific aids to learning when appropriate and within the budgetary limitations of the Playgroup.
- The Playgroup organises the room and ensures that access to resources is appropriate for all of the children's needs. If necessary, a child may be given extra 1:1 support.

Partnership with parents

- The Playgroup recognises the importance of effective dialogue between staff and parents.
- Parents are consulted and kept informed of their child's progress at every stage and are welcomed into the Playgroup to support their child's learning when needed.
- Should any parent be dissatisfied with the Playgroup's effort on behalf of their child they will be referred to the SENCO so that the situation can be investigated and if necessary, altered to better suit the child.
- If the parents are still unhappy with the Playgroup specific requirements provision, then they should follow the complaints procedure outlined previously.

Liaison with other agencies

- The records for any child with specific requirements within the Playgroup will be passed (with parental permission) to their primary school and in accordance with Playgroup Confidentiality policy.
- Other specialists such as speech therapists, Educational Psychologists, Advisory Teaching Service etc are used to support the progress of children (see Appendix C - Gloucestershire Parent Partnership contact details).

Related Policies

St Catharine's Under Fives Equality, Diversity and Inclusion Policy

This policy was adopted at a meeting of St Catharine's Under Fives

Held on (date)

Signed on behalf of the Management Committee

Role of signatory