

## Supporting and Identifying Children with Special Educational Needs, Additional Needs and Disabilities

### **Aim**

Loseley Fields Children's Centre aims to provide inclusive quality care and education provision to all children regardless of their abilities and learning differences. Loseley Fields Children's Centre will work with a child's parents and the specialist workers who support the child, in ensuring where possible that the child's needs are best met.

### **Methods**

**Procedure for supporting children who have an identified disability or learning difference.**

1. On application for a place at the centre the parent should inform the Childcare Manager that their child has an identified disability or learning difference. This information should be recorded on the information sheet that a parent completes at enrolment. The Special Educational Needs Co-ordinator, Childcare Manager and parents will then arrange a time to meet to discuss how best to support the child and begin to make links with the relevant involved external services.
2. Once the child has settled at the nursery the parents, key worker and the SENCO will meet to discuss, agree and write an Individual Educational Plan (IEP). The meeting should include any involved external support services such as physiotherapy or speech and language therapy. ECCO, Ed adviser.
3. The IEP should be reviewed regularly as required depending on the child's needs and progress, as a guide this should be at least every three months. The external support services should be invited to the review meetings as necessary.
4. The SENCO Officer will be responsible for ensuring that the IEP's are up to date and professionally maintained as these form the advice required by the LEA (Local Education Authority) in the event of statutory assessment being requested.
5. When planning the learning experiences and activities the teaching strategies and provision should be incorporated so as to ensure that the child has full access to the curriculum. The SENCO will support the key worker in writing a differentiated planning sheet.
6. A request or a referral for a statutory assessment will only be made if the child's learning or development is demonstrating a considerable cause for concern despite the intervention provided through the IEP. Referrals to the LEA will be made after consultation and agreement with the parents and the involved external supporting agencies. The SENCO will ensure that the parents have been fully informed of their rights with regard to referral for statutory assessment.

Policy related to children for whom there are concerns relating to learning and development.

At Loseley Fields Children's Centre the observation and assessment of all children is an integral aspect of our work in relation to planning for children's development and learning. In the case of a child whose learning and development is a concern we will follow the DfES Special Educational Needs Code of Practice on the identification and Assessment of Special Educational Needs.

#### Procedure

1. If the key worker becomes concerned about a child's learning and development they should discuss their concerns with the SENCO. The initial concern form is used at this stage.
2. The SENCO and key worker will undertake further observations to inform planning and monitor progress. **Further advice will be sort from the EY Adviser.**
3. If the child, despite receiving appropriate early education experiences:
  - Making little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of concern.
  - Continues developing and learning at levels significantly below those expected for the children of a similar age in certain areas.
  - Presents persistent emotional and or behavioural difficulties and require specific individual interventions to access learning.
  - The SENCO will consult with the Childcare Manager to discuss and agree on the appropriate course of action.
4. If the SENCO and Childcare Manager consider it to be appropriate to further intervention through the early years action a meeting will be arranged with the parents. The decision to further intervention will only occur if the parents have agreed for this to happen. At this stage the SENCO and Childcare Manager will ensure that the meeting is conducted with sensitivity and the parents are fully informed of their rights and the support available.
5. If the parents request that the further intervention through the Early Years Action is not triggered then this will be recorded in the child's profile using a parent and key person meeting sheet. It is important that the key worker and SENCO ensure that the sheet is signed and dated by the parents and the key worker.
6. The SENCO and key worker, in the consultation with the child's parents will draw up an IEP. In addition to the IEP the SENCO, in consultation with the Childcare Manager any need to arrange for additional staff development or training and/or the acquisition of specific learning materials or specialised equipment.
7. The IEP should be reviewed regularly as required depending on the child's needs and progress, as a guide this should be at least three monthly. The involved external support services should be invited to the review meeting as necessary.
8. The child's progress will be monitored throughout the EYFS using the individual child profile. Additional monitoring of progress in relation to the IEP will be filed under the relevant section of the profile. The SENCO will be responsible for ensuring that the IEPs are up to date and professionally maintained as these may form the advice required by the LEA in the event of statutory assessment being requested.

9. When planning for learning experiences and activities should be incorporated so as to ensure that the child has full access to the curriculum. The SENCO will support the key worker in writing a differentiated planning sheet.
10. If at a review meeting it is felt that external support is required this will be discussed and agreed with the child's parents before any referrals are made. A referral will then trigger intervention through the Early Years Action Plus where an IEP will be drawn up with the advice and support of the relevant external support service.

### Useful resources and websites

This policy was adopted by ..... for Loseley Fields Children Centre.	
<b>Name:</b> .....	
<b>Position:</b> .....	
<b>Signature:</b> .....	
<b>Date:</b> .....	<b>Review Date:</b> .....