



**Clifton Playgroup Ltd**  
Company Ltd by Guarantee 07342930

## SEND POLICY

### 1 INTRODUCTION

1.1 Clifton Playgroup aims to adhere to the Department of Children, Schools & Families (DCSF) Special Educational Needs & Disabilities (SEND) Code of Practice. The basic principles of the code are that:

- All children with special educational needs and disabilities should have their needs met;
- Parents/guardians views should be taken into account and the wishes of children should be listened to;
- Parents/guardians have a vital role in supporting their child's education;
- Children with special educational needs and disabilities should get a broad well-balanced and relevant education including the Early Years Foundation Stage (EYFS) curriculum.

### 2 SPECIAL EDUCATIONAL NEEDS & DISABILITIES CO-ORDINATER (SENDCO)

- 2.1 Clifton Playgroup has a designated Special Educational Needs & Disabilities Co-ordinator (SENDCO). This is currently the Playgroup Manager, **Barbara Spiby**. Deputy **Hayley Cole**.
- 2.2 The role of the SENDCO is to familiarise herself with this policy, to ensure staff are equally familiar with the policy and to carry out the objectives therein.

### 3 ADMISSIONS

- 3.1 Children with special needs, like all other children, are accepted into the Playgroup after consultation between parents and the Playgroup Manager (who is also our SENDCO) in accordance with our Admissions Policy. Should any concerns arise around the Playgroup's ability to meet the needs of any given child within

existing resources, or should adjustments be required to premises or practices, then the Playgroup Manager may refer the matter to the Board of Directors for consideration.

- 3.2 If a child needs one-to-one support within the group to access the curriculum or to support their health and safety in session. Funding must be found to support their individual needs before a place can be given. IDS (Integrated Disability Service) will be involved in this process.
- 3.3 Although we will make every effort to accommodate children with restricted mobility, our current premises are not accessible to wheelchair users. Unfortunately the costs involved in making the necessary adjustments are outside the scope of the funds available to us at the present time.
- 3.4 The Playgroup Manager may request a prior interview or home visit with parents/carers of children with special needs to help assess the suitability of the placement.

## **4 CURRICULUM**

- 4.1 All children will have equal access to the broad curriculum. Based on our in-depth knowledge of each child's abilities, interests and needs, activities will be differentiated accordingly. To give children with special education needs equality of opportunity, the level of help given (including any special equipment) will be carefully considered so that the child can access that activity as independently as possible.
- 4.2 All children are routinely observed and assessed within Playgroup in line with EYFS guidelines. The Playgroup will use all information from parents/carers to make a baseline assessment of the children as they start, to ensure that their individual needs are met. The records kept can be viewed by parents on request, but are otherwise kept confidential. Appropriate development targets are set for all children, according to their stage and need. Parents are encouraged to discuss and contribute to their children's development.

## **5. IDENTIFICATION AND ASSESSMENT**

- 5.1 Routine assessments as above will be carried out prior to any identification of SEN. Parents will be asked to contribute to this process.
- 5.2 Parents will be notified where we consider Early Years Action to be appropriate. They will be kept informed of progress. In making this decision the Code of Practice will be used for guidelines. At this stage children will be entered on our SEND register. A Smart Target plan may be devised and discussed with parents. Parents will be kept informed about how the Playgroup is seeking to

meet the child's needs. With the parents' consent information and advice from outside professionals may be sought.

## 6. MONITORING PROGRESS

- 6.1 The key person system that we have in place ensures that each child has a member of staff who is responsible for the pastoral care and the implementation of a child's individual needs in relation to the curriculum.
- 6.2 Our system of observation and record keeping, which operates in partnership with parents and other involved agencies, enables us to monitor children's needs and progression on an individual basis. This includes the information gathered at the start of the child's learning journey at Playgroup.
- 6.3 **Individual Education Plan - SMART Targets:** The needs and progress of children who have special educational needs are monitored by the SENDCO. This may involve writing an Individual Education Plan (IEP). The IEP should say:
- What special help is being given;
  - How often your child will receive the help;
  - Who will provide the help;
  - What the targets are for your child;
  - How and when your child's progress will be checked;
  - What help you can give your child at home.
- Alternatively, information regarding the differentiation will be written on the flexible learning plan and the records of the child's progress will be recorded in the same way as the other children.
- 6.4 We will work in partnership with parents/guardians, drawing on their knowledge and expertise. Parents/guardians will always be part of the discussions and decisions regarding their child's progress.
- 6.5 If the child does not make enough progress then the SENDCO will advise Early Years Action Plus, working in liaison with relevant professionals and agencies outside the group to meet children's specific needs.
- 6.6 If it is felt that a child's needs cannot be met in Playgroup without additional personnel and/or equipment, funding from registered bodies will be sought by the Board of Directors and staff in conjunction with parents, to ensure that provision is appropriate to the child's needs.

## **7. TRANSITION TO SCHOOL**

- 7.1 Not all children attending Clifton Playgroup will attend Clifton Primary School, but many do. Therefore, Playgroup maintains strong links with the school, easing the transition from Playgroup to School and providing information with parental consent that will facilitate a good understanding of each child's abilities and needs
- 7.2 The confidential transfer of relevant information to a child's new school, other than Clifton Primary School, will also take place with parental consent.

## **8. TRAINING**

- 8.1 Our staff will regularly attend training to update knowledge on specific areas of care and education, to enhance the care and education of each child.
- 8.2 As members of the Pre-school Learning Alliance, Playgroup staff can access up to date training that promotes understanding and helps staff to provide the best opportunities for children with special educational needs.
- 8.3 Staff also access training in this area provided by The Early Years Development and Childcare Partnership. Any staff attending such courses will report back and share information and knowledge gained with other staff.

## **9. COMPLAINTS**


- 9.1 Should any parent be dissatisfied with the SEND provision in the Playgroup as it affects their child, complaints can be made in the normal way following our Complaints Policy. All parents are given a copy and can ask for a further copy of this at any time. At the time of talking to parents about a child's special educational needs, it is the responsibility of the SENDCO to pass on information about Warwickshire Parent Partnership Service who can also help parents with any complaints about the SEN service they receive.

## **10. EVALUATION**

- 10.1 The Playgroup will continue to review, monitor and evaluate this policy to ensure that it meets the needs of the children, families and community.
- 10.2 The Playgroup Manager will be responsible for informing the Board of Directors of any changes to guidelines from Ofsted and a yearly review will be implemented.
- 10.3 The Playgroup Manager will also be responsible for building relationships with relevant professional agencies outside the group to meet children's specific needs.

This policy was adopted at a meeting of the Board of Directors held on: March 2019

**Signed on behalf of  
Playgroup:**



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**Name:** Liz Newbold

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**Designation:** Chair