

# **BEAMINSTER PLAYGROUP**

## **SPECIAL NEEDS**

### **AIMS**

The Playgroup welcome all children who have a disability or Special Educational Needs and their parents provided we can offer a positive experience of learning through play.

We have access for children and adults with a disability.

The group abides by the Special Educational Needs Code of Practice (as amended by SEN code of practice 2001) and Equality Act 2010.

The SENCO(Special Educational Needs Co-ordinator) for the group is Sally Welsford, whose role is to:

- \* Liaise with parents and other professionals
- \* Advise and support members of staff
- \* Ensure that IEP (Individual Educational Plans) are put in place and that background information about the children is collected and recorded.

Staff and parents work in close partnership to ensure the needs of the child are met through the Early Years Foundation Stage.

See also references made in our Equal Opportunities / Admissions / Complaints / Curriculum Planning and Parental Involvement Policies.

All staff will undertake the Practical Inclusion Training

### **PROCEDURES**

Staff keeping written observations on a child will indicate if additional help is required. Also when a parent shows concern about their child e.g. one who lacks communication or behaviour problems, steps taken are:

**EARLY YEARS ACTION:** Where a child may be given extra adult time from within the group or special equipment may be provided to help the child make progress.

**EARLY YEARS ACTION PLUS:** This is when the group seeks additional help from specialist services e.g. Educational Psychologist / Speech Therapist / Portage Workers. These professionals make regular visits to the group to discuss the progress being made and to help plan the IEP along with the SENCO and the support worker assigned to the child and paid for by the County.

**STATEMENT:** This is when a child has such a severe or complex need that statutory procedures are essential in order to maximise the child's opportunities. The statement is reviewed every six months to ensure that the provision continues to be appropriate to the child's needs.

## **PROCEDURES CONT**

IEP: These include short-term targets, how the group will implement them and the outcome of action taken. These are written by the support worker with help from other professionals, the SENCO and of course should be discussed with the parents.

We will ensure that all children are treated as individuals and encouraged to take part in every aspect of the group's activities.

Each week when planning we take into account differentiation and children with SEND (see front of planning file).

Transition into school: The SENCO at each of the primary schools is made aware of any children with SEND due to start school so that they have a smooth transition into their schools. This is done with the parent's permission and also with intervention from other professionals where needed.

Staff are offered and encouraged to attend SEND training where possible put on by The Early Years and Childcare team. Information is then shared with other members of staff.

When Dorset County Council fund for a Support Worker for an individual child in the group the child's IEP (Individual Educational Plan) is sent to the child's caseworker. The child's parent will need to sign this form. This plan is drawn up with the help of the child's specialist e.g. Speech Therapist/Portage worker.