



Additional Support Needs Policy and Practice

At Penhill Playgroup, we would like all children to have appropriate opportunities to learn through play and for all families to feel welcome at the setting, regardless of special needs or disabilities. We believe that all children and young people with Special Educational Needs or Disabilities (SEND) are entitled to an education that enables them to achieve.

We endeavour to have an inclusive policy at all times and have developed this Policy with regard to the Special Educational Needs Code of Practice (2014) and the Equality Act (2010).

Terminology

Special Educational Needs and Disabilities (SEND)

- A child or young person has SEND if they have a learning difficulty or disability which requires special educational provision to be made.

Special Educational Provision

- Education or training provision that is additional to, or different from, that made generally available for other children of the same age.

Disability

- A physical or mental impairment which has a long term and substantial adverse effect on the child's ability to carry out normal day-to-day activities
(definition taken from the Equality Act 2010)

Not all children with disabilities will have special educational needs and not all children with special educational needs will have a disability, but there is often some overlap.

In order to enable children with SEND to achieve, the following procedures used at Penhill Playgroup, should lead to improved outcomes and ensure that the children and their families can participate fully in decisions being made about services to support them.

Admission

- Consultation between parents/carers, Manager, SENCO and outside agencies, where appropriate, will plan the admission and settling in programme for each individual child.

Raising Concerns

- If Playgroup staff have any concerns regarding a child, these will be discussed with the parent/carer in the first instance, unless there is an immediate safeguarding concern.
- The Playgroup will try and address any identified problems, in consultation with the parents/carers, using its own knowledge, experience and resources and following the guidance in the West Sussex Ordinarily Available Inclusive Practice (OAIP) document <https://schools.local-offer.org/send-toolkit/ordinarily-available-inclusive-practice/section-two-annex-ordinarily-available-inclusive-provision-guide-for-children-within-the-early->

[years-foundation-stage/](#) including differentiation, before gaining permission from the parents/carers to make a referral to other agencies for extra help, support or advice.

- For children with complex needs, the Playgroup will follow a graduated response of the regular assess, plan, do, review cycle, but, if necessary, will, with parental permission and after consultation with the setting's Early Years Advisor, refer the child to the SEND Under 5's support process and then potentially for an Education, Health and Care Needs Assessment (EHCNA).

Working in Partnership

- At Penhill Playgroup, we want parents and carers to be fully involved in their children's journey with us and will endeavour to involve them in any decisions about their child and enable them to put forward their own thoughts, observations and aspirations for their child. This includes, but is not limited to: One Page Profiles, Individual Plans and completing forms such as speech and language referrals, Education, Health and Care Needs Assessment, Inclusion Funding applications, Targeted Setting Support Requests and general observations and assessments in their child's Learning Journal.
- Staff at Penhill Playgroup will also, with the consent of the parents/carers, work in partnership, sharing information with other agencies who may be involved with the child, such as speech and language therapy, physiotherapy, occupational therapy, educational psychology, paediatrics, health visiting, continence and social care services, as required.

Training, Advice and Support

- Staff will attend relevant training, including the termly SENCO/INCO Networks, to ensure that they keep up to date with the requirements of all children with additional support needs and will liaise closely with and learn from parents and appropriate professionals about the particular and/or specific needs and approaches to use for individual children.
- The SENCO/INCO will provide support and information for staff and parents/carers regarding children with Special Educational Needs or Disabilities and, where appropriate and possible, signposting to other support services and organisations, including the West Sussex Local Offer <https://westsussex.local-offer.org/>, SENDIAS (Special Educational Needs and Disabilities, Information and Advice) service <https://westsussexsendias.org/>, Portage <https://www.portage.org.uk/west-sussex-portage-service> and Reaching Families <https://www.reachingfamilies.org.uk/>
- Our own Local Offer document, which gives more details about what the Playgroup is able to provide for children with additional needs, will be updated at least annually and available to view online on our website and in hard copy at Playgroup https://www.penhillplaygroup.org.uk/images/Policies/Local_Offer.pdf

Funding

- If it is felt appropriate, the Playgroup may wish to apply for Inclusion Funding, to offset any extra costs that may be involved in providing the most inclusive environment for a child with SEND. This funding may be used for a range of needs, including providing a higher staff ratio; to purchase specific equipment; to allow extra time to create additional resources or to enable staff training to take place. Any funding application will be done with the involvement and consent of the child's parent/carer and with the support of the setting's Early Years Advisor.

- If a child receives Disability Living Allowance, the setting is also eligible to apply annually for the Disability Access Fund (DAF), with permission from the parent/carer. This information is contained on the West Sussex Parent Declaration Form, the information from which is submitted termly by the Playgroup to West Sussex.
- Parents/carers and any other professionals involved with the child, where appropriate, will be consulted and involved in making a decision about the most effective use of the DAF money.

Monitoring Progress

All children at Playgroup have their learning and development monitored to ensure they are making progress. For children with SEND, their learning and development needs may need to be broken down into smaller achievable steps through an Individual Plan and/or Action Plan for Inclusion, which may contain specific targets for the child to work towards. Children with SEND will also have a One Page Profile, which gives an “at a glance” overview of their needs and wishes and how they can be supported. Both these tools put the child at the centre of any planning.

- Children’s progress and needs will be monitored, supported and reviewed by the playgroup staff, at least termly, in consultation with parents/carers and other professionals, where appropriate, which may include speech therapists, educational psychologists, physiotherapists, occupational therapists, paediatricians, social workers and health visitors.
- All children with SEND will have a One Page Profile completed, in consultation with the parent/carer and with input from other professionals supporting the child and this will be reviewed at least termly, or as the child’s needs change. It will be used to inform the child’s Individual Plan.
- Where necessary, children with SEND will have an Individual Plan completed, in consultation with the parent/carer and with input from other professionals supporting the child, which will be used instead of the Next Steps plan, to help monitor and evaluate the child’s progress and development. This will be reviewed at least termly, or as the child’s needs change.

Moving On

- The Playgroup will endeavour to provide a strong transition plan for any move to another setting or on to school, which will include liaising with the receiving setting or school; attending transition meetings and events; ensuring information, including a copy of the most recent One Page Profile and Individual Plan, about the child’s needs, progress and development are accurate, up-to-date and passed on appropriately and may also include accompanying the child and their parent/carer on visits to the setting or school, as needed.
- Where appropriate, we will also refer children to the Specialist Advisory Teacher for Early Years SEND Transition.

This Policy will be reviewed at least annually.