



## SEN Policy

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### Purpose of Policy

The purpose of this policy is to ensure that all children who attend Thorpe Willoughby Childcare Centre are included and have their individual needs met. We are an inclusive setting, and we aim to provide the best outcomes for all the children in our care. We work with parents/carers, professionals and outside agencies and services to ensure the best learning and educational opportunities are provided.

### Our setting

Thorpe Willoughby Childcare Centre has two separate buildings which are both single story and are accessible for wheelchair users. We also have disabled toilets in both buildings. Nappy changing facilities are present within the disabled toilets.

When a child begins their learning journey with us, they will be assigned a key worker. Their key worker will introduce themselves in person and through Tapestry. (*Tapestry is the online learning journal used at the setting*). Your child's key worker will be responsible for carrying out observations on your child and also recording their progress/assessments. Key worker staff will pass on any concerns to the SENCO who will continue the processes stated below.

### SEN

The Children & Families Act 2014 defines Special Educational Needs and Disability (SEND) in the following way:

*'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'*

*'For children aged two and over, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.'*

*'Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.'*

### Aims of the Policy

Thorpe Willoughby Childcare Centre will:

- Observe all children to a high level and identify when there are any concerns in relation to a child's individual learning/development. This links with the assessment criteria and age bands within the Early Years Foundation Stage and the Statutory Framework.
- Identify concerns at the earliest possible stage in order to carry out further observations and discuss with parents/carers as soon as possible and when the staff feel is necessary.



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- Provide a safe, secure and stimulating environment for all children in order to support their learning, development and needs. A differentiated curriculum will be used to ensure every child's needs are met.
  - Ensure every child in our care can be included and have equal opportunities to learn, develop and make progress in the 7 different areas of learning.
  - Develop positive relationships with parents/carers and build positive partnerships with a range of professionals.

The SENCO at Thorpe Willoughby Childcare Centre will:

- Work closely with all staff members and key workers to ensure any concerns regarding progress and development of children are highlighted at the earliest stage. From this, he/she will carry out several detailed narrative observations of the child to gather evidence of their progress and behaviour.
- Record any concerns for any area of learning on Tapestry and review this on a regular basis.
- Work closely with all children in the setting and with their parents/carers to ensure the most appropriate support is sought and provided.
- Contact any outside agencies or services that may be relevant to providing help and support within the setting and for the family.  
External services we have regular contact with includes; The Early Help Team, Speech and Language Therapists, The Inclusion HUB, Physiotherapists, Health Visitors and Paediatricians.
- Complete a 'What is our concern?' form, detailing what the staff are worried about and what the next steps are.  
These forms will often lead to a meeting being arranged with the child's parents/carers.
- Develop individual learning plans (ILP's) for the children that need additional support, to be used in the setting.  
When concerns relate to behaviour only, a behaviour plan will be developed. These plans will include targets and activities for the child, based on their needs and requirements.
- Ensure any individual/behaviour plans are used and reviewed when necessary. Targets within these plans must be SMART targets (*SMART- specific, measurable, achievable, realistic and time bound*)
- Discuss and arrange transitions with the child's parents/carers chosen primary school/SENCO.

All staff working at Thorpe Willoughby Childcare Centre will follow the child's individual plan to ensure their needs are supported and met. This includes carrying out activities and helping them to meet their targets. Different types of support we provide includes 1:1 activities, small group work and providing specialised support- e.g. communication and visual aids, now and then boards.

## **Thorpe Willoughby Childcare Centre**

**Registered Charity Number: 700832 OFSTED Registration Number: 400302**



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All staff working at Thorpe Willoughby Childcare Centre are qualified in Early Years and undertake relevant training when necessary to ensure children's needs are met. The staff are experienced in working with children with additional needs and have worked with a range of needs. Any recommended training is also carried out by staff working with the children.

It is the responsibility of all staff members to adhere to this policy and it is the responsibility of the centre manager and deputy manager to ensure the curriculum is monitored and that the children's needs are being met.

There are many documents and legislation in place which relate to Special Educational Needs and Disabilities. All staff working at Thorpe Willoughby Childcare Centre are aware of these from their training. You can find more information regarding these online.

**SEND code of practice: 0 to 25 years (2014)**

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

**Children and Families Act- (2014)**

<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

**The Equality Act (2010)**

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Policy created- September 2022

Policy will be reviewed- September 2023

Policy reviewed April 2023 Tracy Maddison