



## Hilldrop Play Projects Special Educational Needs Policy

**July 2021**

Policy No. 09	This policy was adopted by HACA in June 2018 and will be reviewed at least every 2 years.	<b>Date of Review:</b> July 2021
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## **1. Overview**

At Hilldrop Play Projects we provide an environment in which all children, including those with Special Educational Needs (SEN), are supported to reach their full potential and to ensure that all children have the opportunity to engage in the curriculum.

- We have regard for the DfES Special Educational Needs Code of Practice (2015).
- We recognise that we will need to consider the individual needs of children when planning our curriculum. We aim to provide a curriculum which accessible to the individual needs of our children.
- We are committed to the philosophy that the children with special needs have the right to be educated alongside peers and as such will be integrated into the Play Projects.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents, schools, and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

## **2. Partnership with parents**

We recognise the vital role of parents/carers in the identification assessment and response to their children's needs. We will value their views and contributions and keep them fully involved in our delivery for their child:

- The key person together with the parent/carer will decide if it is appropriate to devise an Individual Educational Plan (IEP) once any concerns have been highlighted.
- We use a system of planning, implementing, monitoring and evaluating IEPs and ensure that these are reviewed effectively.

## **3. Named SEN co-ordinator**

The name of the SEN co-ordinator is: **IOLA ISAAC**. The SEN co-ordinator is responsible for:

- Arranging meetings between parents and key persons to discuss children's progress.
- Establishing individual records and profiles for children with SEN.
- To liaise with a range of agencies including the Islington inclusion team and health professionals.
- To support staff on strategies for meeting children's special educational needs and identify training needs in this area

## **4. Admission arrangements**

We welcome all children to Hilldrop Play Projects. We work together towards identifying what is needed to ensure that we can provide and meet the individual needs of a child with SEN.

## **5. Arrangements for accessing a broad and balanced curriculum**

- Our delivery is planned to meet the individual needs of children through carrying out regular observations of children and using these to inform our planning.
- The delivery is further modified on a short-term planning basis to meet specific individual special educational needs.
- Resources are carefully chosen to facilitate access and positive engagement

## **6. Allocation of resources**

- We have access to LBI training programmes
- We have committed staff and experienced childcare practitioners
- We engage with the range of support offered from Islington's inclusion team
- We ensure that our toys and resources meet the needs of all children and this is reviewed regularly.
- We plan so that staff can offer some one-to-one time with children.

## **7. Identification, Assessment and Provision**

Through ongoing observations and record keeping the developments and interests of all children are supported and any additional needs identified. Where a child appears not to be making progress either generally or in a specific aspect of learning then it may be necessary to differentiate learning opportunities and approaches to learning. Ongoing difficulties may indicate the need for specific support through an Individual Educational Plan (IEP) at Early Years Action which would be drawn up by the parents/carers, SENCO and the child's key person and reviewed on a six weekly basis.

If a child's needs were identified as complex and considered as low incidence requiring additional long term support at school then a statutory assessment would be sought with the support of a local authority Education Psychologist.

## **8. Concerns and Complaints**

- Concerns and complaints should initially be taken up with the child's key person or the SENCO. We will respond by meeting with the parent/carer to discuss the situation, if this does not resolve the issue, then the general complaints procedure should be followed.

## **9. Links to other support services**

We have contact and support from the following agencies:

- Islington Inclusion Team: Our SENCO is **Pauline Foster**
- Local Bright Start and Health Centres
- Islington Educational Psychologists

## **10. Staff Development and Training**

At Hilldrop Play Projects we value the importance of ongoing access to staff training in order to meet the individual needs of children. We will review the training needs of staff on an annual basis and plan training accordingly. We have a commitment to developing the skills and knowledge of new staff through an induction programme, which includes specific training in meeting the needs of children with SEN.

## **11. Developing our partnership with parents**

At Hilldrop Play Projects we recognise the value of working with parents as partners. We do this in many ways:

- Providing opportunities to share information and discuss issues with staff and management
- Scheduled meetings for parents to come and discuss their child's progress
- Opportunities for parents/carers to come and work, or observe their child in the setting
- Meetings for parents to share their views about the service.
- Contributions on IEPs and planning
- Operating a key person system.