



# Play in Ltd

## Special Educational Needs Policy

### Definition of Special Educational Needs

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- Are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them

### Inclusive Practice

This SEN policy details how Play in Ltd will do its best to ensure that the necessary provision is made for any pupil who has special educational needs. The setting will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with special educational needs.

The club prides itself on being an inclusive provision where we do not exclude any child because of their SEN and we aim to ensure that children of all abilities are able to access the same opportunities whilst at the club.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Early Years Foundation stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children's diverse learning needs. Where a child has SEN, staff will ensure to this is considered and provided for in the planning.

As we are an After School/Holiday provision, the primary provision (where the children spend most of their time) is school. Therefore they will be the ones liaising with other agencies in regards to SEN. Our role will be in supporting the children with SEN and making sure that we can make our provision accessible for them to use.

Play in Ltd believe in working in partnership with other professionals, so we will liaise with the SEN officer in each school to see how we can work together to support any child with Special educational needs (if the parents give permission or written consent for 'information sharing' between both parties).

### Assessment, EHC & Support Plans

As Early Years Providers and Play Workers we are able to assess children's progress through the EYFS Statutory Framework and our planning and observations and if we notice changes of difficulties which we think may need assessing we can have this conversation with parents and schools to ensure the child receives any help and assessment needed.

EHC (Education, Health & Care) Plans identify educational, health and social needs and set out the additional support to meet those needs. These plans will be given to us by the school or parents and we will create a support plan to coincide with this for the child when at the club.

In addition to the formal checks, Play in Ltd will monitor and review the progress and development of all children throughout the early years. Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, our management will consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from staff observations and from any more detailed assessment of the child's needs. From within the setting we will particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this will also inform decisions about whether or not a child has SEN. All the information will be brought together with the observations of parents and considered with them.

### **Partnership with Parents**

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's time at the club.

### **Partnership with Children**

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their time at the club will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

### **Partnership with Schools**

Play in Ltd realises that the setting where children spend most of their time is at school. Therefore we ensure that we have a good relationship with all teachers and the schools SENCO in order to keep clear communications. Early years providers, schools and colleges should know precisely where children and young people with SEN are in their learning and development. They should:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress
- work together with knowledge from the Child's EHC Plan to provide consistent support for the child

### **Partnership with SNIPS**

Play in Ltd works in conjunction with SNIPS (Special Needs Inclusion Playcare Service) which enables us to access training, support and become a much more fully inclusive practice by working alongside ourselves and parents/carers to enable children to access our after school and holiday clubs.

### **The SENCO**

In this Early Years setting the SENCO is Niala Haq.

The SENCO has responsibility for:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and

- liaising with professionals or agencies beyond the setting

### Useful Contacts

**Sheffield (SNIPS-Special Needs Inclusion Playcare Service):**

**Address:** SNIPS, Level 6, North Wing, Moorfoot Building, Sheffield, S1 4PL

**Tel:** (0114) 273 4017

**Email:** [SNIPSBusinessSupport@sheffield.gov.uk](mailto:SNIPSBusinessSupport@sheffield.gov.uk)

This policy was adopted by: Play in Ltd	Date: Sept 2022
To be reviewed: Sept 2023	Signed:

Written in accordance with the Statutory Framework for the Early Years Foundation Stage (2021): Safeguarding and Welfare Requirements: Information and records [3.67-3.77]