

Little Trinity Ltd

Additional Needs Policy

In the Early Years Foundation Stage we feel the needs of the child are paramount. The Nursery is committed to supporting every child throughout his/her time at the setting and recognises that some children will require extra support at certain stages during their education. In providing that support we recognise that each child has learning differences and learning strengths.

The EYFS has a Special Educational Needs Co-ordinator (SENCO) who is overall responsible for issues around special needs/disability. Miss G Carter will work alongside key persons, parents/carers and outside agencies, if required, to ensure the child's additional needs are met.

Definition of Special Educational Needs

- ✓ Has a significantly greater difficulty in learning than the majority of children of the same age.
- ✓ Has a disability, which either prevents or hinders the child from making use of educational facilities provided for children of the same age within the local education authority.

A child must not be regarded as having a learning disability solely because the language of the home is different from the language in which he/she will be cared for.

Our aim is to ensure that all children regardless of gender, race, class or ability will have the right to:

- ✓ A broad and balanced curriculum
- ✓ Be valued and confident and have their self esteem enhanced.
- ✓ Be cared for and educated within a warm, inviting, stimulating and well resourced environment, where diversity is valued and there is respect for every individual child.
- ✓ Access play materials in a caring atmosphere that values all children irrespective of any disability.
- ✓ A provision that is inclusive

Anticipatory Duty

The DDA requires providers to make 'reasonable adjustments' for children with a disability. The duties are anticipatory, that is providers need to think ahead and consider what they may need to do for children with disabilities before any problems arise.

For further information regarding the DDA please refer to:

Early Years and the Disability Discrimination Act 1995 – 'What service providers need to know?' – Sure Start/National Children's Bureau 2003. www.ncb.org.uk

Identification and Assessment

Little Trinity Ltd place great importance on early identification of special educational needs so that we can help children with their additional needs as early as possible.

Once the key person who works day to day with the child identifies concerns they will liaise with the Nursery Manager, SENCO and parents/carers.

All parties will then work together to put a plan together to meet the child's individual needs:

This will involve:

- ✓ Parents/SENCO/ Manager/Key Person
- ✓ Keeping parents involved at all times
- ✓ Deciding on action needed
- ✓ Writing/reviewing an Individual Education Plan (IEP)
- ✓ Keeping records

If the child needs further assistance, the Manager/ SENCO will then discuss with parents about asking for advice from outside agencies.

With the parents agreement we may then involve the help of:

- ✓ Health Professionals i.e. Health Visitor/ GP
- ✓ Area SENCO
- ✓ Psychological services i.e. portage
- ✓ Speech and Language Therapist

Statutory Assessment and Statement

Only a small number of children will not have their needs met in this way. For a very small number of children whose needs are complex and severe, more formal arrangements would be made to help them make progress. These children will probably require support that is additional and different from the support Little Trinity has been providing. If this is thought to be likely, a request for a formal assessment will be made to the Local Education Authority.

Once a child is at the age to move to Reception, any records made by Little Trinity for a child with a possible special need should be passed onto the school with the parents' consent. The importance and benefits to their child of providing these records will be carefully explained to the parents.