



High Kirk Community Playgroup

Special Needs Policy

Policy Statement of Intent

As defined in the 1996 Order (and summarized in paragraph 1.4 of the Code of Practice) a child has '**special educational needs**' if he/she has a learning difficulty, which calls for special educational provision to be made for him/her.

High Kirk Community Playgroup recognizes that children with special needs may fall into one or more of these categories:-

- Physical disability
- Sensory impairment
- Speech and language
- Learning difficulties
- Emotional/behavioural problems
- Possible abuse
- Gifted children

Principles and Rationale

High Kirk Community Playgroup is committed to providing a friendly, safe and appropriate learning environment/opportunities to children with special needs. High Kirk Community Playgroup will endeavour to provide care for all children and are sensitive to any child's individual needs.

In meeting the needs of the child we recognise that parents/guardians are the child's first educators and therefore understand and know their child. In recognizing this High Kirk Community Playgroup values the views and knowledge of parents/guardians. (See Settling In and Partnership with Parents/Guardians Policy).

Responsibilities of Staff and Management Committee

- The playgroup supervisor, Mrs Lorraine Dempsey, as Special Educational Needs Co-ordinator (SENCO) will consult with staff, parents/guardians and

Committee Chairperson to assess suitability of the group, staff and equipment to meet the individual needs of the child.

- Our system of observation and record keeping, which operates in conjunction with parents/guardians through parent interviews/meetings, will enable staff to monitor children's needs and progress on an individual basis.
- Each child will be assigned a keyworker to observe and record progress whilst ensuring they receive adult time and attention. Where necessary Individual Education Plans will be developed.
- Where a child's needs cannot be met in the pre-school without the support of a one to one worker, the child may not be provided with a place until such time as the appropriate funding is available and the necessary worker in place.
- Where possible we will work in liaison with staff outside the pre-school, including therapists, health visitors, psychologists and social workers to meet individual children's specific needs.
- Our staff will attend, whenever possible, in-service training and training clusters on special needs arranged by various professional bodies and use appropriate literature to develop their knowledge.

Role of SENCO

- Overseeing the SEN Policy
- Supporting staff with SEN issues
- Co-ordination of SEN provision including staff training
- Maintaining the special needs register
- Liase with parents/guardians
- Liase with external agencies

Procedures

The Five Stage Approach

In recognizing that there is a continuum of needs, the Code sets out a five stage approach to the identification of children having learning difficulties, the assessment of their special educational needs and the making of whatever special educational provision is necessary to meet those needs. The first 3 stages are based in the playgroup, calling as necessary on external specialists; at Stages 4 and 5 the Board shares responsibility with High Kirk Community Playgroup. **Parents/guardians will be involved in all stages.**

Stage 1: staff identify and register a child's special educational needs, and consulting with High Kirk Community Playgroup's SENCO, take initial action.

Stage 2: the SENCO takes lead responsibility for collecting and recording information and for co-ordinating the child's special educational provision, working with the child's keyworker.

Stage 3: staff and the SENCO are supported by specialists from outside High Kirk Community Playgroup

Stage 4: the Board considers the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment.

Stage 5: the Board considers the need for a statement of special educational needs; if appropriate, it makes a statement and arranges monitors and reviews provision.

Links with other policies

Settling In and Partnership with Parents/Guardians

Confidentiality Policy

Staff Development Policy

This policy has been agreed and adopted by the Playgroup Committee on:

Signed on behalf of the committee _____ Date _____

(Committee Chairperson)