

Special Educational Needs/Disability Policy

Statement of intent

YMCA Bath Group provides an environment in which all children are supported to develop to their full potential alongside each other. It is a positive experience to be able to share the same opportunities and overcome any difficulties together.

Each YMCA Bath Group setting has a Special Needs Co-ordinator (SENCO) – who works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the Special Needs Policy and procedure, always making sure that plans and records are shared with parents. Our co-ordinator attends regular training and cluster meetings.

In addition we have an area SENCO who supports our setting SENCOS.

Aims

- We have regard for the government Special Educational Needs/Disability Code of Practice January 2015.
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs (SEN)/disabilities.
- We identify the specific needs of children with SEN/disabilities and English as an additional language (EAL) and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs. Written permission is required from parents before their child is discussed with other agencies. If permission is delayed or withheld unreasonably then we will refer the child to social care.
- We monitor and review our practice and provision and, if necessary, make all reasonable adjustments.

Methods

- We designate a member of staff to be special educational needs co-ordinator (SENCO) who gives his/her name to parents. Each setting has a named person and your manager will inform you who this person is.
- We provide a statement showing how we provide for children with SEN/disabilities.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support, such as Wiltshire Local Offer www.wiltshirelocaloffer.org.uk
- We liaise with other professionals such as EYIO (early years inclusion officer), health visitors, SEND lead workers, SALT (Speech and Language Therapist), our local District specialist centres. We also arrange TISM (transition inclusion support meetings) for children transferring to school or a new setting, TAC meetings (team around the child meetings) as opportunity for professionals to review the child's needs.
- We record all conversations with other professionals and clarify points discussed with them by email or letter and keep this information on file.

YMCA enables people to develop their full potential in mind, body and spirit. Inspired by, and faithful to, our Christian values, we create supportive, inclusive and energising communities, where young people can truly belong, contribute and thrive.

- We use the Wiltshire Graduated Response System (WGRSS) for identifying, assessing and responding to children's special educational needs.
- We provide a broad and balanced curriculum for all children including those with SEN/disabilities.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual children's needs by the use of SEN support plans, one page profiles, my support plans, communication trackers and the WGRSS (Wiltshire graduated response to SEND support.)
- We use the Digital Assessment & Referral Tool (DART) to make referrals and assessments to support the needs of children and their families.
- We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- When assessing the communication, language and literacy skills of children whose home language is not English practitioners will explore the skills in the home language with parents and/or carers, to establish if there is cause for concern about language delay
- We provide resources (adult, training and support materials) to implement our SEN/disability policy such as an inclusion support practitioner, if appropriate to needs.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We apply for Inclusion Support Funding to ensure the children have the best resourcing and opportunity that we can provide.
- We raise awareness with the relevant agencies of any specialised resources the setting requires such as squiggle chairs, big mac and PECs.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. SEN support plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure for all parents.
- We formally monitor and review our policy and procedure annually and make any additional changes as the law or Council Policy requires

All other policies relating to YMCA Bath Group are available for you to read at the childcare setting or on our web site.

Signed on behalf of YMCA Bath Group
(original signed copy held at registered office)

Mike Fairbeard

Role of Signatory

Chief Executive

Date of Review of Policy

September 2020

