

# Specific Requirements Policy



- 1: Aims and Objectives
- 2: Roles and Responsibilities
- 3: Admissions Arrangements
- 4: Specialist Facilities and Staff
- 5: Curriculum
- 6: Identification, Assessment and Reviews of Children with SEN and/or Disability
- 7: Complaints
- 8: SEND training
- 9: Partnership with Parent / Carers
- 10: Links
- 11: Review

This policy has been created with regard to:

The SEND Code Of Practice 2020

Children and Families Act 2014 (Part 3)

Equality Act 2010

Working Together to Safeguard Children 2020

EYFS

## STATEMENT OF INTENT

At The Sunshine Centre, we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside their peers, through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs, and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

Practitioners working with children with learning differences and disabilities acknowledge and value each child, emphasising what they can do through a strength-based perspective on disability. In order to dispel issues of 'ableism' all children need to grow up to recognise they are not all the same and we recognise different tools or strategies might be needed to make sure they thrive.

### 1: Our Aims and Objectives

**Our Aim:** The Sunshine Centre is committed to meeting the unique needs of all children, including children with special educational needs, disabilities, and higher achieving children, to ensure they make progress and fulfil their potential.

**Objectives:** The Sunshine Centre will

- Ensure that children with learning differences and disabilities are appropriately involved in the graduated approach (assess, plan, do & review) considering their levels of ability.
- Provide a Specific Requirement Co-Ordinator (SRCo) who will lead on the implementation of the Specific Requirements policy.
- Ensure the learning differences of each child are identified, assessed, provided for, and monitored.
- Create an inclusive environment that meets the learning differences of each child, including specialist resources and equipment as necessary.
- Ensure all children have access to an appropriately differentiated Early Years curriculum that promotes high standards of attainment, achievement, and enjoyment.

- Recognise, value, and celebrate children's achievement, however small.
- Listen and respond to children's voices, including their interests, learning style, motivations, responses, and behaviours.
- Work in partnership with parents/carers in supporting their child's education.
- Identify the roles and responsibilities of staff in providing for children's learning differences and provide training as necessary.
- Work in partnership with the LEA and outside agencies who provide specialist support and teaching for children with learning differences.
- Ensure induction and transition procedures are in place to ensure all relevant information is shared as appropriate.

### **2: Roles and Responsibilities:**

Our Specific Requirement Co-ordinator will:

- Ensure appropriate procedures are in place, working with and including children with learning differences and disabilities.
- Liaise with practitioners and external agencies to ensure planning and assessing is differentiated to reflect the needs of children with learning differences and disabilities.
- Maintain a Learning Differences Register naming the children with learning differences and disabilities, and their stage within the SEND code of practice.
- Keep practitioners updated regarding the needs of the children with learning differences and disabilities.
- Offer advice and support to practitioners, particularly key persons, to observe and identify children's strengths and areas for future development, then to develop meaningful 'next steps' and provide appropriate strategies.
- Liaise with parents/carers offering advice and sharing strategies to promote a consistent approach.
- Co-ordinate external specialist provision and contribute to assessments and reviews.
- Co-ordinate inclusion and transition procedures to ensure all relevant information is shared as appropriate to ensure a smooth transition for children with learning differences and disabilities between settings.

### **3: Admissions arrangements for children with SEN:**

The admissions process is the beginning of a partnership between the Centre and parents. Practitioners are committed to meeting the needs of all children and promoting the culture and ethos of inclusion within the Centre community. Parents/carers are requested to inform the Centre of any special educational needs, medical conditions, allergies, or any other concerns they may have on the admissions form. The Centres' outreach team or other professionals may notify the Centre or SRCo about children with specific or additional needs, with parents/carers consent. This will enable the SRCo to put into place advice to support each child, such as differentiated curriculum or specialist resources.

### **4: Specialist Facilities and Staff**

The SRCo and Centre Manager will keep fully up to date about SEND issues through reading, attendance at specialist training & cluster meetings and discussions with outside specialists. All Early Years practitioners will be kept up to date informally by the SRCo and formally at staff meetings, by accessing courses, through the expertise of Inclusion and Disability Service (IDSS).

### **5: Curriculum**

At The Sunshine Centre our curriculum is based upon the Early Years Foundation Stage (EYFS) areas of development for all children, including children with learning differences and/or disabilities. Activities are differentiated to be relevant to the abilities, interests, developmental levels and needs of each individual child as appropriate.

### **6: Identification, Assessment and Reviews of children with SEN and/or Disability**

At The Sunshine Centre we follow the SEND Code of Practice 2020 on the identification and assessment of Special Educational Needs. We offer a 'graduated response' to intervention, recognising that there is a continuum of SEN. Children with an identified specific requirement will have access to a differentiated curriculum and a level of support necessary to allow the child

to access all activities as fully as possible. Parents/carers will be kept fully informed at all stages.

- A universal provision is offered to all children at The Sunshine Centre. All children will have access to a broad and balanced curriculum and their progress will be monitored and assessed through the development levels of the Early Years Foundation Stage (EYFS). Achievement and progress will be monitored and documented in a Learning Journey. Assessments of each child's achievements and progress is ongoing and is shared with parents/carers.

At The Sunshine Centre all children are valued. We recognise each child as an individual with unique learning differences. Children's previous experiences, learning styles, motivation and interests are used to provide meaningful, stimulating, and challenging learning opportunities.

- When a child is assessed as working at developmental levels lower than those typical of their chronological age or are not making progress then the key person writes a Differential Learning Plan (DLP) to support the child's development. If progress is not made after six weeks, with the permission of the child's parent/carer, the SRCO will introduce additional support to help the child to make progress and 'catch up'. This will be offered through:
  - targeted/focussed one-to-one and/or group activities
  - planned interventions
  - targeted resources
  - individual/specialist equipment (with care plan if necessary)
  - environmental adjustments

Each child's progress will be monitored through Early Intervention analysis and tracking which will highlight the additional support and progress made.

The SRCo regularly updates and shares the relevant information with the child's key person.

- Children who have an unmet specific requirement referred for additional support in the form of a Single Point of Request for Involvement Form (SPORFI). The child's needs will continue to be monitored through:
  - differentiated provision
  - small, targeted steps
  - strategies
  - resources

Knowledge and advice from relevant professionals and outside agencies may be sought with parent/carer consent. The SRCo and practitioners will use specialist knowledge and advice about a child's specific requirements to enable them to make progress and reach their full potential.

An Education, Health & Care Plan (EHCP) may be initiated. (Children & Families Bill 2013)

### **7: Complaints**

If parents/carers have a complaint about the way we are working with their child who has specific requirements, they should speak to the Room leader initially, and if they are still unhappy, they should approach the SRCo. If parents/carers continue to be dissatisfied, the SRCo will refer the matter to the Centre Manager to take further action as appropriate.

### **8: SEND Training**

The SRCo will attend training courses relevant for her professional development, on children with special specific requirements and disabilities.

## 9: Partnership with Parents/Carers

At The Sunshine Centre, if we feel that a child is having difficulties then their parent/carer will firstly be approached by the key person. If necessary, a meeting with the SRCo will be arranged to discuss and share any concerns and to agree on the next steps. If contact needs to be made with any outside professionals, then the SRCo will always obtain permission from the parent/carer before going ahead. Parents/carers will then be involved by way of arranged meetings in any discussions and decision-making regarding arrangements that may need to be made about their child's individual needs. Parents/carers will always be invited to reviews of their child's progress.

## 10: Links

Links will be maintained with parent/carer consent with other professionals and agencies including:

- Health visitors
- Medical professionals e.g., Paediatricians, Occupational therapists, Physiotherapists, Speech and language therapists
- Early Years Special Education Needs Inclusion Teachers (EYSENIT)

Family support may be sought from the Centre. Links with other educational settings are made with dual settings and during transition to ensure changes are managed as smoothly as possible for all concerned. Information regarding the child's progress is shared with the new setting.

Review Date: August 2023