

Willows Day Care

Supporting Children with Additional Needs



The Willows Daycare provides an environment in which all children are supported to reach their full potential.

- We comply with DfES Special Educational Needs Code of Practice (2001)
- We include all children in our provision.
- We provide practitioners to help support parents and children with additional needs.
- We identify the specific needs of children and meet those needs through a range of strategies.
- The key person will monitor a child they may have concerns about by recording observations on a monitoring form. These concerns will be passed on to the setting SENCO. The SENCO or the key person will approach the parent to discuss concerns and may ask for permission to seek advice from outside agencies
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.
- We designate a member of staff to be special educational needs co-ordinator (SENCO) and give his/her name to parents.
- Our SENCO is Georgina Young.
- We ensure that the provision for children with additional needs 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 all children.
- We work closely with parents of children with additional needs 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 care and education.

- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with additional needs and their families, including transfer arrangements to other settings and schools.
- We use the graduated response system for identifying, assessing and responding to children's additional needs.
- We provide a broad and balanced curriculum for all children with additional needs.
- We provide a differentiated curriculum to meet individual needs and abilities.
- The SENCO will create Individual Education Plans (I.E.P's) for children with special educational needs. These are planned around their own strengths, interests and learning aims in consultation with the key person and parents. The I.E.P's are monitored continuously and reviewed regularly by the SENCO and key person
- We ensure that children with additional needs are appropriately involved at all stages, taking into account their levels of ability.
- We use Learning Journey Documents for each child in the setting as system for keeping records of the assessment, planning, provision and review for children with additional needs.
- We provide resources (human and financial) to implement our SEN/additional needs policy.
- We ensure the privacy of children with additional needs when intimate care is being provided.
- We provide training for practitioners and volunteers.
- We raise awareness of any specialism our setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our provision for children with additional needs by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF), Early Years Action Plus (stage 3 of the continuum of need), Statutory Assessment and Statement process (Stage 4 of continuum of need)
- We monitor and review our policy annually.

Signed on behalf of the Management
Committee/Proprietor

Role of signatory (e.g. chairperson etc.)

Review date
