



Cairndow Community Childcare Policy No.1 ADDITIONAL SUPPORT NEEDS

This policy was written in conjunction with staff and committee of Cairndow Community Childcare Ltd.

Although some need more than others, all children need support to achieve their full potential. The needs of these children must not be isolated from other children. All children should have a rich choice of learning opportunities within a broad play-based curriculum that is designed to meet their very wide range of individual needs.

“An inclusive approach is essential to the provision of high quality learning experiences for all children.” **A Curriculum Framework for Children 3 to 5.**

Cairndow Community Childcare will:

- Ensure our provision meets the needs of each individual child
- Create an open, welcoming environment where children with additional needs and their families feel valued and respected
- Develop an effective working partnership with parents/carers and external support agencies, in order to identify a child's strengths and needs
- Ensure that there is equality of opportunity for children with additional educational needs
- Plan effectively to meet the needs of children with additional educational needs
- Ensure that staff have a sound knowledge and understanding of working with children with additional support needs

We will:

- Value all children and treat them with respect
- Hold an initial meeting with parents to determine needs
- Discuss the outcome of meetings with external agencies
- Keep parents informed
- Offer a warm welcome to children and parents/carers
- Create a relaxed, friendly atmosphere where positive relationships can be developed
- Take time to talk to parents/carers about the child's previous experience, needs and interests
- Share information with parents/carers and support agencies on a regular basis
- Hold regular review meetings with parents/carers and all agencies involved with the child and the family

- Ensure that there is suitable access to the building and all areas of the centre wherever possible
- Ensure that activities are accessible to all children by adapting them if necessary
- Ensure that books and equipment give positive images of those with disabilities
- Ensure that there are adequate facilities for personal support and care and that the child's right to privacy is respected
- Give the help and support necessary to ensure that the child's needs are met and that they feel secure and happy
- Acquire specialist equipment if necessary
- Seek advice and support from other agencies when necessary
- Consult with other agencies who have been involved with the child and family
- Observe and work with the children to assess their continued needs, progress and next steps
- Work with parents/carers and support services to plan an individual educational programme for the child which is flexible and realistic
- Undertake staff training and development to ensure knowledge and understanding
- Hold regular team meetings to discuss and evaluate practice
- Work with parents/carers and other professionals to foster a shared understanding of how best to meet the needs of the child

It is the responsibility of the staff and committee to monitor, evaluate and review the above arrangements and to adjust them accordingly.

Additional Special Needs Appendix

Arrangements for the referral of children with additional special needs are outlined below. Responsibilities are also identified for coordinating information and communicating decisions. Identified training or staff development needs will be addressed by the Quality Improvement Officer; SEN or members of the quality development team.

A young child with additional special educational needs identified before the age of three is likely to be referred to the local educational psychologist by the health visitor or child health doctor. The educational psychologist will chair a Pre-school Assessment Team meeting to discuss assessment and support. They will then forward a copy of the minute of these meetings to the Quality Improvement Officer/SEN for consideration of the recommendations made by the team.

When the first indications of special educational needs are recognised in a pre-school unit, staff should discuss their concerns with the child's parents/carers. Following these discussions and with the approval of the parent/carer a referral should be made to the local Area Network support Team Coordinator who will arrange for a teacher to visit the unit to discuss the child's needs. If there are still concerns about the child's development or progress a referral may be made to the educational psychologist. Again this should be with the consent of the parent/carer.

Provision for a child with additional special needs is likely to be made in a local pre school unit. Additional adult support from SEN assistant and /or Area Network Support Team teacher may be available.