



Alexandra Park
Children's Learning Community
a personal learning journey together



Special Education Needs and Disabilities Policy

Here Alexandra Park Children's Learning Community, we seek to empower all of our students to take a full part in our community, life, decision-making and learning, as equals. We believe that the needs of all children who may or may not have SEND should be addressed appropriately and with the utmost care and attention. We believe that all children should have a broad, balanced and stimulating educational environment and access to the EYFS curriculum through careful planning and differentiation. Here at Alexandra Park Children's Learning Community, we believe that the knowledge, views and experiences of the parent/carer and family are vital in the development of their child.

Procedure

- Here at Alexandra Park Children's Learning Community we recognise that all children have different needs and our community, its environment and values, addresses many of these needs. Those that are not seen to be addressed are brought to staff meetings and the "Special Attention List"
- Our "Special Attention List" is a list that we have of children that we are following closely. We will discuss the development and well-being of these children with the parent of the child and staff members to assist in supporting this child in whatever way we can.
- Alexandra Park Children's Learning Community offers children, according to need and desire, teaching in small groups, and if necessary supplementary lessons on a one to one basis.
- Alexandra Park Children's Learning Community sees good teaching, using multi-sensory approaches and individualised to the needs of the child as the main way to assist children to overcome learning problems, with the child negotiating their learning.
- Any needs that a child might have in terms of their learning would be brought to staff meetings for discussion and decisions taken about appropriate action(s), including support and outside agency involvement. Parents are notified if necessary.
- Working alongside the admissions policy, it is best for parents to discuss any additional requirements or adjustments we may need to make, in order for their child to fully access what we offer. We will make the best endeavours to meet the needs of each child, within the resources available. We will take reasonable steps to ensure equal access for all children to all areas of the provision we offer, within what can reasonably be provided, given the resources APCLC, including the financial cost of making the adjustments.
- Within this inclusive policy, with individual monitoring and reflective teaching, we support 'statemented children' or children with an "EHC (Education and Health care plan) according to the aims of their statement.
- Once understood that a child needs extra support to access our provision, we write an "Individual Education Plan" or IEP. This clearly sets out what the SENDCO and Key

Person think the child needs to develop, with particular reference to the child's interests and through observations carried out.

- The layout of each room should be adapted as and when needed when we welcome a child with SEND to meet their specific needs.
- A visual timeline to be present in the nursery at all times to reassure children of the daily routine.
- Each child with SEND will have a "passport" made by the SENDCO. This provides staff members with a snapshot of the needs, likes, dislikes and other key points to offer consistent care of the child. Room leaders are responsible for showing this to new staff members in their room, and any temporary staff who may be in contact with a child with SEND.
- Every six weeks, the SENDCO will carry out an observation on each of these children to inform him/her on what the provision/teachers can offer the child. This will be shared with the child's parent/carer and any other professionals who may be involved with the child's learning and development. For example, Physiotherapists or Speech and Language therapists.
- We recognise that children with SEND are on a journey to adulthood and will need to build a strong foundation with us to become confident and strong independent thinkers.
- An Early Help Assessment to be submitted if necessary by the SENDCO and with the permission of parents where we have a specific concern/s about a child on the "Special attention list". This should be submitted for review by the Early Years Send Pathway Panel.
- Regular meetings (every 6-8 weeks) for children with an Early Help Assessment in place with parents and outside agencies who are involved with the child.
- Early help is intervening early and as soon possible to tackle problems emerging for children, young people and their families or with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person's life. "Early Help Matters in Manchester" was relaunched on the 18 April 2016 as the new "Early Help Assessment".
- Parents will be directed to the Manchester Local Offer website where there are lots of resources for parents and carers who have a child with SEND.
- Alice Copley, SENDCO has overall responsibility to oversee the implementation of the above and is responsible for Staff training and strength building.
- This policy is written in line with The SEN code of Practice 2014, The Equality act 2010, The Special Educational needs and disabilities Regulations 2014, the Early Years guide to the SEN code of practice and the Children and Families.

COVID-19: Procedures

In case our SENCO is self-isolating, social-distancing or being physically unavailable for other reasons to be available, and where this is the case there are two options we will implement, the first being the preferred and second a backup option:

- 1- A trained Secondary SENCO from the setting will be available to be contacted via phone or online video call if they are working off site. Leanne Clarke is our Secondary SENCO.

- 2- Contacting a Manager for advice until our own trained SENCO can return to work or be available.

Children with an Education, Health and Care (EHC) and with special educational needs and disability (SEND) plan during the coronavirus (COVID-19) outbreak:

Risk Assess children with an EHC plan and with special educational needs and disabilities (SEND): SENCO or Secondary SENCO and local authorities should keep risk assessments up-to-date to reflect any changes in circumstances, including changes to coronavirus alert levels while attending our setting.

Designated Safeguarding Lead , members of Safeguarding Team or Managers/SENCO will work closely with authorities to follow the [guidance to conduct a risk assessment](#) - in consultation with parents/carers - to determine whether children's needs can be met as safely or more safely in our setting.

Local authorities and our setting will make own judgements as to whether risk assessments continue to be useful for each child after returned to APCLC.

Risk assessments continue to be maintained for children with EHC plans who remain at home, so that (due to [shielding and protecting people defined on medical grounds as clinically extremely vulnerable](#)):

- they continue to guide local authority and education and care settings' decisions on which children and young people, with an EHC plan, should be attending their educational setting, taking into account the changing circumstances of individual children and young people, so that they can be brought back into face to face education when it is right for them.
- when attendance is not appropriate, assessments can help make decisions about the support children should receive at home, noting that circumstances may have changed.
- they provide helpful information to Managers/SENCO and other professionals in planning for, and supporting, those children and with an EHC plan when they do return to our setting.

Date – June 2020

Signed Manager –

Review – June 2021

Signed Director -