



Children with Special Educational Needs and/or Additional Needs

Kids Club Ely Ltd & St John's Preschool (The Club) is aware that some children have A/SEN that require particular support and assistance. We are committed to taking appropriate action to make sure that children are able to access our services, made to feel welcome, and that our activities promote their welfare and development.

The Club is committed to the inclusion of all children in its care. The Club also believes that children with A/SEN have a right to play, learn and be able to develop to their full potential alongside other children. Whenever possible, children A/SEN will have access to the same facilities, activities and play opportunities as their peers. Everybody stands to gain if all children are allowed to share the same opportunities and are helped to overcome any disadvantages that they may face.

- We have regard for the Special Educational Needs and disabilities Code of Practice and current legislation and guidance. 0-25 years 2014 Equalities Act 2010
- We support parents and children with A/SEN.
- We identify the specific needs of children with special educational needs and meet those needs through a range of A/SEN strategies.
- We work in partnership with parents / carers and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Staffing and training

SENCO (Special Educational Needs Coordinator)

Rachel Kirk – SENCO's

The SENCO will manage, alongside the manager, provision for children with A/SEN. The coordinator's responsibilities will include:

- Ensuring that the provision for children with A/SEN is the responsibility of all members of the setting.
- Ensuring that our inclusive admissions practice ensures equality of access and opportunity.



Identification and assessment.

- Alongside daily observation and assessment, the use of the graduated response system for identifying, assessing and responding to children's A/SEN.
- The use of a system of planning, implementing, monitoring, evaluating and reviewing individual care/education plans, next steps or targeted support plan for children with A/SEN
- Ensuring that the child or young person is fully consulted and independence is encouraged when possible. Consideration will always be given to the dignity and choice of the individual and where necessary staff will seek strategies to enable good communication at all times
- Having systems in place for supporting children during Statutory Assessment and the Statementing process (e.g. IC/EP's etc) (EHCP) Education, health and Care Plan and Family support plan.
- Where we are not the child's primary provision (e.g. the child spends more time in another setting or school) we will assist the primary provision in all of the above.

Working in partnership

- Coordinating regular monitoring and reviews of children's progress:
- Working closely with parents of children with A/SEN to create and maintain a positive partnership.
- Ensuring that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- Providing parents with information on sources of independent advice and support.
- Liaising with other professionals involved with children with A/SEN and their families, including transfer arrangements to other settings and schools.

Curriculum, resources and learning environment

- Assessing each child's specific needs and adapting the Club's facilities, procedures, practices and activities as appropriate
- Providing a broad, balanced and differentiated curriculum for all children with A/SEN.
- Where possible we provide resources (human and/or financial) to implement our policy.
- Ensuring risk assessments will be performed and where possible the learning environment will be adapted to ensure the inclusion of children with A/SEN.



- Ensuring that we monitor and review our policy, practice and provision and, if necessary, make adjustments.
- Providing a complaints procedure.