



## **SPECIAL EDUCATIONAL NEEDS (SEN)** **ADDITIONAL LEARNING NEEDS (ALN)**

### **Statement of intent**

At **Royal Day Care** 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 each other 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.

We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

We are committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the day care's facilities. All children have a right to a broad and well-balanced early learning environment.

Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs, any way that this may affect his/her early learning or care needs and any additional help he/she may need by:

- Liaising with the child's parents and, where appropriate, the child
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child's development and monitoring such observations regularly.

All children will be given a full settling in period when joining the day care according to their individual needs.



## **Aims**

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice for Wales and the Additional learning needs (ALN) transformation programme to include the Additional Needs code and regulations on the identification and assessment of any needs not being met by the universal service provided by the day care
- Include all children and their families in our provision
- Identify the specific needs of children with special educational needs / additional learning needs and/or disabilities and meet those needs through a range of strategies/ additional learning provision
- Ensure that children who learn quicker, e.g. more able and talented children are also supported
- Share any statutory and other assessments made by the day care with parents and support parents in seeking any help they or the child may need
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the Early Years Additional Learning Needs Lead Officer (EY ALNLO) from the local education authority, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the day care according to their individual needs and abilities
- Encourage children to value and respect others
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.

## **Methods**

We will:

- Provide a statement showing how we provide for children with SEN/ALN and share this with staff, parents and other professionals
- Ensure that the provision for children with SEN/ALN is the responsibility of all members of staff in the day care
- Ensure that our inclusive admissions practice includes equality of access and opportunity
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities
- Work closely with parents to create and maintain a positive partnership which supports their child(ren)
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's care and education



- Provide parents with information on sources of independent advice and support
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next school or care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care
- Provide a broad and balanced early learning environment for all children with learning difficulties and/or disabilities
- Provide differentiated activities to meet all individual needs and abilities
- Ensure that children with learning difficulties and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided
- Provide in-service training for practitioners and volunteers
- Monitor and review our policy annually.

### **Special educational needs code of practice**

The day care has regard to the statutory guidance set out in the Special Educational Needs code of practice for Wales ( 2004) to identify, assess and make provision for children's special educational needs. The Code of Practice for Wales recommends that our day care should adopt a graduated approach to assessment through Early Years Action and Early Years Action Plus. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs.

### **Additional Learning Needs Code for Wales 2021**

The day care is aware of the Additional learning needs (ALN) transformation programme and the phased approach being taken to introducing the new ALN system, which is being implemented from September 2021. The day care will have regard to the Additional Learning Needs Code and Regulations as required in line with the implementation timeline.

### **Early Years Action**

Where a practitioner or SENCO/ALNCO identifies a child with special educational needs, the day care will assess and record those needs and provide a number of key actions to help the child. As part of this process the day care will consult with parents and seek any additional information from professionals.

### **Early Years Action Plus**

This is where a practitioner or SENCO/ALNCO, in consultation with the child's parents, decide external support services are required, usually following a review of the IEP. The day care will share its records on the child with those services so that they can advise on any IEP targets and appropriate strategies to help the child.



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### **Statutory assessment**

If the help given through Early Years Action Plus is not sufficient to enable the child to progress satisfactorily, it may be necessary for the day care, in consultation with the parents and any external agencies already involved to request a statutory assessment by the local authority. This may lead to the child receiving a statement of special educational needs.