

# Vale Play

## Additional Needs Policy

The club has regard to Department for Education Code of Practice (2002) on the Identification, Assessment and Education of Children with Special Educational Needs. It aims to provide a welcome with appropriate learning opportunities for all children (adults). The club will co-operate with, and seek advice and support of, the Referral Scheme, where available, and all relevant agencies whilst respecting the rights of children and their families at all times. The Special Needs Code of Practice has been obtained from the National Assembly.

Kara Oakley & Kirsty Clarke are our Special Educational Needs Co-ordinator. Children with special needs, like all other children, should be admitted after full consultation between parents/carers, group staff, Referral Scheme Co-coordinator and any other relevant agency workers involved.

Records of the child's progress will be maintained and reviews regularly. Parental permission will be obtained before records are released on admission to any agencies.

The group will request additional assistance via the Referral Scheme for one-to-one help, assistance with fees, when necessary.

Full co-operation will be given to all appropriate agencies, i.e. therapist, social workers, health visitors, medical staff, psychologists, portage workers etc, in order to meet the specific needs of each child.

Staff, helpers, parents/carers and visitors who have special needs will be welcomed and supported by the group, in keeping with the Equal Opportunities Policy, with the needs of the children being of paramount importance at all times.

Daily record sheets keep of progress, available to parents of that child.

The physical environment is laid out in such a way as to allow children with additional needs to play alongside the other children as far as they are able. If a child in our care is in need of intimate care privacy is provided.

Provision:-

There is a recognized relationship between highly qualified early years provision and effective intervention for children with special educational

needs. Between the ages of 3 and 5 most children experience rapid physical, emotional, intellectual and social growth. For many children the early years setting will provide their first experience of learning within a peer group. The ACCAC publication "Desirable Outcomes for Children's Learning Before Compulsory School Age" gives advice for early education practitioners on providing appropriate learning and teaching experiences of the highest quality, whilst allowing a flexible response to the particular needs of the children to enhance their pre-school learning opportunities.

We as a club aim to work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills, and provide opportunities to develop:

1. Personal and social development
2. Language, literacy and communication skills
3. Mathematical development
4. Physical development
5. Knowledge and understanding of the world
6. Creative development

Our aim is to focus on identifying and addressing the needs of children with additional needs and enable them to improve their situation through:-

1. EARLY IDENTIFICATION
2. CONTINUAL ENGAGEMENT WITH THE CHILD AND PARENTS
3. FOCUSED INTERVENTION
4. DISSEMINATION OF EFFECTIVE APPROACHES AND TECHNIQUES