

Supporting Children with Additional Needs

We enable all children to be able to express themselves and to be able to participate fully in learning activities and experiences by providing an inclusive environment that meets the individual needs of each child. We work closely with parents and other agencies to monitor the child's progress carefully and ensure we are meeting their needs.

The Play Corner recognises and applies the following definitions.

Under the Children and Families Act 2014, a child/young person will have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. These includes:

- A significantly greater difficulty in learning than the majority of others of the same age; or
- A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream settings
- For children aged 2 or more, special educational provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools and early years settings. Many children and young people with SEN may also have a disability.
- A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment, which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

Aims and objectives

Through the implementation of this policy, The Play Corner will:

- Work within the Code of Practice to assess, identify and plan an educational programme that meets the needs of each child in our setting.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Work in close partnership with parents/carers of children with SEND.
- Involve children and young people in their intervention, support, target setting and reviews as appropriate.
- Secure the involvement of multidisciplinary professionals and apply and review recommendations.
- Comply with statutory responsibilities to review plans and plans for transitions effectively whilst working closely with the Local Authority.

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- Ensure that all of our staff are trained appropriately and supported in their continuing professional development in special educational needs and disability.
- Work closely with local education, health and social care services to ensure pupils get the right support through joint commissioning, planning and delivery.
- The needs and progress of all children with SEN will be monitored by our SENCO (Michelle).
- All children treated with equal rights and opportunities.

The setting is sensitive to the needs and feelings of children with SEND and their families and will ensure individual needs are recognized and supported. Parents/carers will be involved at every stage in any plans that are made to meet a child's needs. It is important children with additional needs have the opportunity to learn alongside their peers therefore we will gather as much information as possible to understand and implement any adaptations that need to be made and what support we can offer the parent.

Our SENCO will:

- Work in close partnership with parents and staff.
- Carry out assessments where needed.
- Complete individual smart goals, long term goal and one page profiles for all children to help staff in the setting become familiar of their needs, likes, dislikes, support in place etc.
- Liaise with and work alongside outside agencies.
- Support key people to complete interventions set for each individual child.
- Ensure that all records are up to date and are monitored regularly.
- Attend multi agency meetings.
- Ensure child has access to resources needed for their development.
- Apply for appropriate funding to further support the child.
- Liaise with the manager to discuss how we can use the funding to support the child and their needs.
- Be familiar with the code of practice.

The four categories of Special Educational Needs are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory.

However, individual children often have needs which cross all these areas and their needs may change over time. The special educational provision made for a child attending The Play Corner is based on an understanding of their particular strengths and

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needs and seeks to address them all. The Play Corner recognises that early identification and effective provision improves long-term outcomes for children. Pupils identified as having a SEND fall into one of two categories:

1. SEND Support

This means that the child requires support and intervention that is additional to or different from the support generally given to other children of the same age in a mainstream setting. SEND support is to help children to reach their outcomes or learning goals. These outcomes and goals are set for them by The Play Corner, in collaboration with both child and parent. The Play Corner recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, The Play Corner will consult with parents and consider requesting an EHCP.

2. Education and Health Care Plans (EHCPs)

EHCP are legal documents which set out a child or young person's special educational needs and the support that is required to meet these needs. This includes a suitable education setting. EHCP's focus on outcomes (long- and short-term goals) and the steps that need to be taken to achieve those outcomes.

Before a child or young person is given an EHCP, an assessment of their needs must be completed. An assessment of need is carried out if the information given to the Local Authority shows evidence that the child may have a special educational need and may need the support of an EHCP. When completing an EHC needs assessment the local authority will gather professional advice as well as views from parent carers, children and young people to determine what needs the child or young person has. This information is used to decide whether an EHCP is needed. If the assessment demonstrates that the child has significant, complex and long-term Special Educational Needs that require provision which is additional and different to that available to the majority of their peers then it is likely that the local authority will issue an EHC plan for the child. The EHC plan will then be reviewed on annually through the Annual Review process.

Please see the Portsmouth SEND Local Offer website for the information hub and the document hub. They offer information, support and services to all children and young people in the local area age 0-25 with special educational needs and or a disability. There is information for parents, young people and professionals. [Home < Portsmouth Local Offer](#)

Date written: August 2024 by Faye Willoughby

Reviewed and updated: August 2025 by Faye.