



Early Learning and Childcare Centre

ADDITIONAL SUPPORT NEEDS POLICY

Ferryfield will identify and plan for each child's individual learning requirements and will provide appropriate additional support for children with Additional Support Needs in order to allow them to make the best possible progress.

Ferryfield aims to promote an atmosphere of encouragement, acceptance and respect for achievements in which all children can thrive. Ferryfield is sensitive to individual needs and encourages a climate of warmth and support in which self-confidence and self-esteem can grow.

Existing additional support needs, disabilities or health problems should be identified at enrolment. Some children with additional needs will already have support from other services and Ferryfield will work with these services to provide a continuation of this support.

- Ferryfield will endeavor to identify any particular learning needs and will develop an effective strategy to meet those needs.
- Ferryfield will support children with additional support needs to fully participate in all the activities by providing additional support, adapting activities and environments and by using specialist equipment as appropriate.
- Ferryfield will work together with staff from other agencies (e.g. speech therapists, occupational therapists) to provide the best learning opportunities for each individual child.
- Staff will inform parents of the needs and progress of their child in Ferryfield and will work in partnership with them to provide the best support for their child.
- Staff will continuously monitor each child's progress in the key areas of the curriculum and will regularly update the record of each child's development and achievements.
- Ongoing assessment and recording will be used to aid early identification of any individual needs.
- There are specialist support agencies whose advice can be requested by Ferryfield staff and families, e.g. Pre-School Home Visiting Service, Health Visitors etc

If a child is identified as potentially having additional support needs the following action will be taken:

- Staff will gather information about the child and inform the Manager.
- Staff will consult with parents explaining that there is some cause for concern, ascertaining parents' views and giving them ideas of how we can proceed together and how they can help at home.
- With the agreement and permission of the parents, staff will consult with the appropriate agency, e.g. health visitor, educational psychologist.
- A referral may be made so that the child and their family can access professional support.

- Staff will keep parents fully informed of any consultations with other agencies.
- Staff will provide specialist help, as identified by appropriate professionals, using different resources and methods to best meet the needs of the child.
- Records will be kept to indicate what has been tried and progress will be reviewed regularly.

Key principles to secure appropriate early education provision for children with additional support needs:

- Staff will work with other professional agencies and parents to develop an Individualised Support Programme (ISP) to collaboratively plan and provide the best possible provision for the child with significant additional support needs.
- Where a child with a Co-ordinated Support Plan is supported within Ferryfield, the person identified as responsible for the implementation of appropriate provision will be the Manager and the overall legal responsibility will rest with the local authority. A CSP Co-ordinator will keep an overview of the CSP ensuring that its requirements are in place in an ongoing basis. This may or may not be the Manager, as the CSP Co-ordinator may represent one of the core services or agencies involved in supporting the child's access to education.
- It is important to share information with Primary One at the school of the parent's choice, arranging visits and preparing the child for their new placement. An additional support needs transition supplement is available for this purpose. This transition planning should be agreed at least 6 months before transition.
- The importance of continuity of approach and collaborative working with parents should be highlighted for children with additional support needs.

Adopted by the Committee

Date

August 2016