



Early Learning and Childcare Centre

ADDITIONAL SUPPORT NEEDS POLICY

The Care Inspectorate's Health and Social Care Standards inform the standard of practice expected of Ferryfield's staff, when following this policy they are adhering to:

Standard 1: I experience high quality care and support that is right for me.

Responsive care and support

Assessing my care and support needs

1.13 – I am assessed by a fully qualified person, who involves other people and professionals as required.

1.15 – My personal plan (recorded in my PLJ and individual records) is right for me because it sets out how my needs will be met, as well as my wishes and choices.

Choosing my care and support

1.18 – I have time and any necessary assistance to understand the planned care, support, therapy or intervention I will receive, including any costs, before deciding what is right for me.

Experiencing my care and support

1.22 – I can be independent and have more control of my own health and wellbeing by using technology and other specialist equipment.

Wellbeing

1.27 – I am supported to achieve my potential in education and employment if this is right for me.

Standard 2: I am fully involved in all decisions about my care and support.

Dignity and respect

2.4 – I am supported to use independent advocacy if I want or need this.

2.6 – I am as involved as I can be in agreeing and reviewing any restrictions to my independence, control and choice.

Compassion

2.8 – I am supported to communicate in a way that is right for me, at my own pace, by people who are sensitive to me and my needs.

Be included

2.12 – If I am unable to make my own decisions at any time, the views of those who know my wishes, such as my carer, independent advocate, formal or informal representative, are sought and taken into account.

Responsive care and support

2.17 – I am fully involved in developing and reviewing my personal plan, which is always available to me.

Wellbeing

2.26 – I know how different organisations can support my health and wellbeing and I am helped to contact them if I wish.

Standard 3: I have confidence in the people who support and care for me.

Responsive Care and Support

3.14 – I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.

3.17 – I am confident that people respond promptly, including when I ask for help.

3.18 – I am supported and cared for sensitively by people who anticipate issues and are aware of and plan for any known vulnerability or frailty.

3.19 – My care and support is consistent and stable because people work together well.

Standard 5: I experience a high quality environment if the organisation provides the premises.

Wellbeing

5.21 – I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices.

Ferryfield will identify and plan for each child's individual learning requirements and will provide appropriate additional support for children with identified 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 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 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 monitoring 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 in Ferryfield is identified as potentially having an additional support need the following action will be taken:

- Staff will gather information about the child and inform the Manager.
- The Manager will arrange a meeting where all staff will have the opportunity to provide evidence or observation and have an opportunity to discuss their own thoughts and feelings.

- If the majority of staff agree with the initial concern, regarding a potential additional need, a lead staff member will be identified, who will then take on responsibility for the following:
 - The lead staff member 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, the lead staff member 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 work together with the parents and ensure they are fully informed and understand what is happening, throughout the time their child attends Ferryfield.
- Staff will provide agreed additional support, 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:

- Where children are supported by more than one professional, 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. The CSP Co-ordinator will keep an overview of the CSP ensuring that its requirements are in place. 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 high importance of continuity of approach and collaborative working; between staff members, other supporting agencies, the new school and especially with the parents should be highlighted for children with additional support needs.

Adopted by the Committee

Date

August 2019