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Special Educational Needs (SEN) / Additional Learning Needs (ALN) Policy

Wales: NMS
4.1 - 4.11

Statement of intent

At **Wibli Wobli Nursery** 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 nursery'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.

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All children will be given a full settling in period when joining the nursery 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 for Wales 2021 and regulations on the identification and assessment of any needs not being met by the universal service provided by the nursery
- Include all children and their families in our provision
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs Co-ordinator (SENCO)/Additional Learning Needs Co-ordinator (ALNCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs (SEN)/Additional Learning Needs (ALN) and the SEN Code of Practice for Wales and the Additional learning needs (ALN) transformation programme to include the Additional Learning Needs Code for Wales 2021 and regulations
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- 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 nursery 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 nursery day according to their individual needs and abilities
- Encourage children to value and respect others
- Challenge inappropriate attitudes and practices

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- 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.

Our nursery Special Educational Needs Co-ordinator (SENCO)/Additional Learning Needs Coordinator (ALNCO) is **Molly Necrews**.

The role of the SENCO/ALNCO is to take the lead in further assessment of the child's particular strengths and weaknesses, in planning future support for the child in discussion with colleagues, and in monitoring and subsequently reviewing the action taken. The SENCO/ALNCO should also ensure that appropriate records are kept. These include existing records of children at Early Years Action, Early Years Action Plus and those with statements. For those newly identified with possible ALN, this includes working with the EY ALNLO in the development and review of a child's Individual development plan (IDP). The practitioner usually responsible for the child should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

She/he works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the additional learning needs practice and policy of the nursery, always making sure plans and records are shared with parents.

Methods
We will:

- Identify a member of staff to be the Special Educational Needs Co-ordinator (SENCO)/Additional Learning Needs Coordinator (ALNCO) and share his/her name with parents
- 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 nursery
- 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)

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- 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
- Use a system of planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans (IEPs)/ Individual Development Plans (IDPs) for children with SEN/ALN and discuss these with parents
- Review IEPs/IDPs regularly, at least once every six weeks, and hold review meetings with parents at this time
- 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
- Use a system for keeping records of the assessment, planning, provision and review for children with SEN/ALN
- Provide resources (human and financial) to implement our SEN/ALN policy
- Ensure the privacy of children with SEN/ALN when intimate care is being provided
- Use a Common Assessment Framework (CAF) / Joint Assessment Family Framework (JAFF) (see details below)
- Provide in-service training for practitioners and volunteers
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEN/ALN provision by collecting information from a range of sources e.g. IEP/IDP reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages
- Monitor and review our policy annually.

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Special educational needs code of practice

The nursery 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 nursery 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. Our nursery has identified a member of staff as a SENCO/ALNCO who will work alongside parents to assess the child's strengths and plan for future support. The SENCO/ALNCO will ensure that appropriate records are kept according to the Code of Practice for Wales.

Additional Learning Needs Code for Wales 2021

The nursery 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 nursery 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 nursery will assess and record those needs and provide a number of key actions to help the child. As part of this process the nursery will consult with parents and seek any additional information from professionals. The targets for the child, any teaching strategies or changes to provision are set out in an Individual Education Plan (IEP). The plan will be continually under review in consultation with the child and his/her parent(s).

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 nursery 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.

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 nursery, 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.

This policy was adopted on	*Signed on behalf of the nursery*	*Date for review*
23/6/2023	DocuSigned by: M Nevrews E4102C63D87D431...	June 2024

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Polisi Anghenion Addysgol Arbennig (AAA) / Anghenion Addysgol Ychwanegol (AAY)

Cymru: SGC
4.1 - 4.11

Datganiad o fwriad

Ym **Meithrinfa Wibli Wobli** rydym yn ymroddedig i gynnwys pob plentyn. Mae gan bob plentyn yr hawl i dderbyn gofal ac addysg i ddatblygu i'w llawn botensial ochr yn ochr â'i gilydd drwy brofiadau positif, i'w galluogi i rannu cyfleoedd a phrofiadau, ac i ddatblygu a dysgu gan ei gilydd. Rydym yn darparu amgylchedd positif a chroesawgar ble mae plant yn cael eu cefnogi yn ôl eu hanghenion unigol ac rydym yn gweithio'n galed i sicrhau nad yw'r un plentyn yn dioddef gwahaniaethu nac anfantais o ganlyniad i'w hanghenion.

Rydym yn credu bod gan bob plentyn yr hawl i brofiadau ac i ddatblygu gyda'u cyfoedion, beth bynnag fo'u hanghenion unigol. Mae i bob plentyn ei anghenion unigryw ei hun, felly mae unrhyw ymgais i gategoreiddio plant yn amhriodol.

Rydym yn ymroddedig i weithio gyda rhieni wrth ddarparu ar gyfer gofynion unigol eu plentyn, i'n galluogi i helpu'r plentyn i ddatblygu i'w llawn botensial. Rydym yn ymroddedig i weithio gydag unrhyw blentyn sydd ag anghenion arbennig a/neu anabledd gan wneud addasiadau rhesymol i sicrhau bod pob plentyn yn cael defnydd llawn o gyfleusterau'r feithrinfa. Mae gan bob plentyn yr hawl i amgylchedd blynyddoedd cynnar eang a chytbwys.

Os ydym yn credu bod gan blentyn anghenion ychwanegol sydd heb eu hadnabod, byddwn yn gweithio'n agos gyda rhieni'r plentyn ac unrhyw weithwyr proffesiynol perthnasol i sefydlu unrhyw weithredu ychwanegol sydd ei angen.

Pan fo gan blentyn anghenion ychwanegol, teimlwn ei bod hi'n hollbwysig ein bod yn darganfod cymaint â phosib am yr anghenion hynny, unrhyw ffordd y gallai hyn effeithio ei anghenion/hanghenion addysg gynnar neu ofal ac unrhyw gymorth ychwanegol sydd ei angen arno/arni drwy:

- Gysylltu â rhieni'r plentyn, a, phan fo hynny'n briodol, y plentyn
- Cysylltu gydag unrhyw asiantaethau proffesiynol
- Darllen unrhyw adroddiadau sydd wedi eu paratoi
- Mynychu unrhyw gyfarfodydd adolygu gyda'r awdurdod lleol/gweithwyr proffesiynol

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- Arsylwi ar ddatblygiad pob plentyn a monitro arsylwadau yn rheolaidd.

Bydd pob plentyn yn cael cyfnod ymgartrefu wrth ymuno â'r feithrinfa yn ôl eu hanghenion unigol.

Nodau
Byddwn yn:

- Adnabod anghenion unigol pob plentyn a sicrhau bod pob staff yn ymwybodol o, a'u bod yn rhoi sylw i'r Cod Ymarfer Anghenion Addysgol Arbennig Cymru a'r rhaglen drawsnewid Anghenion Dysgu Ychwanegol (ADY) i gynnys Cod Anghenion Dysgu Ychwanegol Cymru 2021 a rheoliadau ar adnabod ac asesu unrhyw anghenion na ellir eu diwallu gan y gwasanaeth cyffredinol a ddarperir gan y feithrinfa.
- Cynnwys pob plentyn a'u teuluoedd yn ein darpariaeth
- Darparu ymarferwyr gwybodus sydd wedi eu hyfforddi'n briodol i helpu i gefnogi rhieni a phlant gydag anawsterau addysgol arbennig a/neu anableddau
- Datblygu a chynnal tîm craidd o staff sydd â phrofiad o ofalu am blant sydd ag anghenion ychwanegol ac adnabod Cydlynydd Anghenion Addysgol Arbennig (CAAA)/Cydlynydd Anghenion Dysgu Ychwanegol (CADY) sy'n brofiadol ym maes gofal ac asesu plant ag anghenion ychwanegol. Bydd staff yn cael hyfforddiant penodol yn ymwneud ag Anghenion Addysgol Arbennig (AAA)/Anghenion Dysgu Ychwanegol (ADY) a Chod Ymarfer AAA Cymru a'r rhaglen drawsnewid Anghenion Dysgu Ychwanegol (ADY) i gynnwys Cod Anghenion Dysgu Ychwanegol Cymru 2021 a rheoliadau.
- Adnabod anghenion penodol plant sydd ag anghenion addysgol arbennig a/neu anableddau a chwrdd â'r anghenion hynny drwy ystod o strategaethau
- Sicrhau bod plant sy'n dysgu'n gynt ee plant dawnus a thalentog hefyd yn cael eu cefnogi
- Rhannu unrhyw asesiadau statudol ac eraill y mae'r feithrinfa yn eu gwneud gyda rhieni a chefnogi rhieni i geisio unrhyw gymorth sydd ei angen arnyn nhw neu eu plentyn
- Gweithio mewn partneriaeth â rhieni ac asiantaethau eraill i gwrdd â gofynion plant unigol, gan gynnwys yr awdurdodau iechyd ac addysg, a cheisio cyngor, cefnogaeth a hyfforddiant ble bo angen
- Monitro ac adolygu ein hymarfer a'n darpariaeth ac, os oes angen, gwneud addasiadau, a sicrhau offer a gwasanaethau arbenigol os bydd raid
- Sicrhau bod pob plentyn yn cael ei drin fel unigolyn/yn gyfartal a'u hannog i gymryd rhan ym mhob agwedd o ddiwrnod y feithrinfa yn ôl eu hanghenion a'u galluoedd unigol
- Annog plant i werthfawrogi a pharchu pobl eraill
- Herio agweddau ac arferion amhriodol

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- Hybu delweddau a modelau rôl positif yn ystod profiadau chwarae'r plant hynny sydd ag anghenion ychwanegol ble bynnag y bo modd
- Dathlu amrywiaeth ym mhob agwedd o chwarae a dysgu.

Cydlynydd Anghenion Addysgol Arbennig [CAAA]/Anghenion Addysgol Ychwanegol (AAY) ein meithrinfa yw **Molly Necrews**.

Rôl y CAAA/CAAY yw arwain asesu pellach o gryfderau a gwendidau penodol y plentyn; wrth gynllunio cefnogaeth ar gyfer y dyfodol mewn trafodaeth gyda chydweithwyr; a monitro ac yna adolygu'r camau a gymerwyd. Dylai'r CAAA/CAAY hefyd sicrhau bod cofnodion priodol yn cael eu cadw gan gynnwys cofnod o Weithredu yn y Blynyddoedd Cynnar a Gweithredu yn y Blynyddoedd Cynnar a Mwy a'r plant hynny sydd ar ddatganiadau. Fel rheol dylai'r ymarferydd sydd yn gyfrifol am y plentyn barhau i fod yn gyfrifol am weithio gyda'r plentyn yn ddyddiol a chynllunio a throsglwyddo'r rhaglen unigol yn ogystal ag ymgynghori â rhieni bob tro a sicrhau bod ganddynt y wybodaeth ddiweddaraf ynglŷn â'r camau a gymerwyd i helpu'r plentyn, a chanlyniad y camau yma (cod ymarfer 2004).

Mae ef/hi yn gweithio'n agos gyda'r staff i gyd i sicrhau bod systemau wedi eu sefydlu i gynllunio, gweithredu, monitro, adolygu a gwerthuso polisi ac ymarfer anghenion addysgol ychwanegol y feithrinfa, gan sicrhau bob tro bod cynlluniau a chofnodion yn cael eu rhannu gyda'r rhieni.

Dulliau
Byddwn yn:

- Adnabod aelod o staff i fod yn Gydlynydd Anghenion Addysgol Arbennig (CAAA)/Anghenion Addysgo Ychwanegol (CAAY) a rhannu ei enw/henw gyda'r rhieni
- Darparu datganiad sy'n dangos sut rydym ni'n darparu ar gyfer plant sydd ag anawsterau a/neu anableddau dysgu a rhannu hyn gyda staff, rhieni a gweithwyr proffesiynol eraill
- Sicrhau bod darparu ar gyfer plant sydd ag anghenion dysgu a/neu anableddau yn gyfrifoldeb i bob aelod o staff y feithrinfa
- Sicrhau bod ein polisi derbyn cynhwysol yn cynnwys cydraddoldeb o ran mynediad a chyfle
- Sicrhau bod ein hamgylchedd ffisegol, cyn belled ag y bo modd, yn addas ar gyfer plant ac oedolion ag anableddau
- Gweithio'n agos gyda rhieni i greu a chynnal partneriaeth bositif sy'n cynnal eu plentyn/plant
- Sicrhau bod rhieni yn cael eu hysbysu yn ystod pob cam o'r asesu, cynllunio, darparu ac adolygu gofal ac addysg eu plentyn
- Darparu gwybodaeth ar gyfer rhieni ar ffynonellau o gyngor a chymorth annibynnol

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- Cysylltu gyda gweithwyr proffesiynol eraill ar gyfer plant sydd ag anawsterau dysgu a/neu anableddau a'u teuluoedd, gan gynnwys trefniadau trosglwyddo i leoliadau eraill ac ysgolion. Rydym y gweithio'n agos gyda'r ysgol neu'r lleoliad gofal nesaf ac yn cyfarfod gyda hwy i drafod anghenion y plentyn i sicrhau bod gwybodaeth yn newid dwylo a bod dilyniant o ran y gofal
- Darparu amgylchedd addysg gynnar eang a chytbwys ar gyfer pob plentyn sydd ag anawsterau dysgu a/neu anableddau
- Darparu gweithgareddau gwahaniaethol i gwrdd ag anghenion a galluoedd unigol
- Defnyddio system o gynllunio, gweithredu, monitro, gwerthuso ac adolygu Cynlluniau Addysg Unigol (CAU) / Cynlluniau Datblygu Unigol (CDU) ar gyfer plant sydd ag anawsterau dysgu a/neu anableddau a thrafod y rhain gyda rhieni
- Adolygu'r CAU / CDU yn rheolaidd, o leiaf unwaith bob chwe wythnos, a chynnal cyfarfodydd adolygu gyda rhieni ar yr adegau yma
- Sicrhau ein bod yn ymgynghori gyda phlant sydd ag anawsterau dysgu a/neu anableddau a'u rhieni bob cam o'r ymateb graddedig, gan roi ystyriaeth i'w lefelau gallu
- Defnyddio system ar gyfer cadw cofnod o'r asesu, cynllunio, darparu ac adolygu ar gyfer plant sydd ag anawsterau dysgu a/neu anableddau
- Darparu adnoddau (dynol ac ariannol) i weithredu'n polisi AAA/AAY
- Sicrhau preifatrwydd plant sydd ag anawsterau dysgu a/neu anableddau wrth ddarparu gofal personol
- Defnyddio Fframwaith Asesu Cyffredin (FfAC) (gweler isod)
- Darparu hyfforddiant mewn swydd ar gyfer ymarferwyr a gwirfoddolwyr
- Codi ymwybyddiaeth o unrhyw arbenigedd sydd ar gael yn y lleoliad, ee staff sydd wedi eu hyfforddi mewn Makaton
- Sicrhau effeithiolrwydd ein darpariaeth AAA/AAY drwy gasglu gwybodaeth o ystod o ffynonellau ee adolygiadau CAU/CDU, cyfarfodydd staff a rheolwyr, barn rhieni ac asiantaethau allanol, arolygiadau a chwynion. Mae'r wybodaeth hon yn cael ei chasglu, ei gwerthuso a'i hadolygu'n flynyddol
- Darparu gweithdrefn gwyno a sicrhau ei bod ar gael i bob rhiant mewn fformat sy'n cwrdd â'u hanghenion ee Braille, sain, print bras, ieithoedd ychwanegol
- Monitro ac adolygu'n polisi yn flynyddol.

Cod ymarfer anghenion addysgol arbennig

Mae'r feithrinfa yn rhoi sylw i'r canllaw statudol a nodir yng nghod ymarfer Anghenion Addysgol Arbennig Cymru (2001) i adnabod, asesu a darparu ar gyfer anghenion addysgol arbennig plant. Mae Cod Ymarfer Cymru yn argymell y dylai'n meithrinfa fabwysiadu ymagwedd raddedig tuag at asesu

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drwy Weithredu yn y Blynyddoedd Cynnar a Gweithredu yn y Blynyddoedd Cynnar a Mwy. Bydd yr arfer da o weithio gyda rhieni, ac arsylwi a monitro cynnydd unigol y plant, yn helpu i adnabod unrhyw blentyn sydd ag anghenion addysgol arbennig. Mae ein meithrinfa wedi penodi aelod o staff i fod yn CAAA/CAAY a fydd yn gweithio gyda'r rhieni i asesu cryfderau'r plentyn ac i gynllunio cefnogaeth i'r dyfodol. Bydd y CAAY yn sicrhau bod cofnodion priodol yn cael eu cadw yn unol â Chod Ymarfer Cymru.

Cod Anghenion Dysgu Ychwanegol Cymru 2021

Mae'r feithrinfa'n ymwybodol o'r rhaglen drawsnewid Anghenion Dysgu Ychwanegol (ADY) a'r dull graddol sy'n cael ei ddefnyddio i gyflwyno'r system ADY newydd, sy'n cael ei rhoi ar waith o fis Medi 2021. Bydd y feithrinfa yn ystyried y Cod Anghenion Dysgu Ychwanegol a'r Rheoliadau yn ôl yr angen. yn unol â'r amserlen weithredu.

Gweithredu yn y Blynyddoedd Cynnar

Pan fo ymarferydd neu CAAA/CAAY yn adnabod plentyn gydag anghenion addysgol arbennig, bydd y feithrinfa yn asesu ac yn cofnodi'r anghenion hynny ac yn darparu sawl cam allweddol i gynorthwyo'r plentyn. Fel rhan o'r broses hon bydd y feithrinfa yn ymgynghori â rhieni a cheisio gwybodaeth ychwanegol gan weithwyr proffesiynol. Mae'r targedau ar gyfer y plentyn, unrhyw strategaethau dysgu neu newidiadau i ddarpariaeth i'w nodi mewn Cynllun Addysg Unigol (CAU). Bydd y cynllun yn cael ei adolygu'n barhaus mewn ymgynghoriad â'r plentyn a'i rieni/rhieni.

Gweithredu yn y Blynyddoedd Cynnar a Mwy

Yma mae ymarferydd neu CAAA/CAAY, gan ymgynghori gyda rhieni'r plentyn, yn penderfynu bod angen gwasanaethau cynnal allanol, fel rheol yn dilyn adolygiad o'r CAU. Bydd y feithrinfa yn rhannu eu cofnodion am y plentyn a'r gwasanaethau hynny er mwyn iddynt fedru cynghori ar unrhyw dargedau CAU a strategaethau priodol i helpu'r plentyn.

Asesiad statudol

Os yw'r cymorth sy'n cael ei roi drwy Weithredu yn y Blynyddoedd Cynnar a Mwy yn annigonol i alluogi'r plentyn i symud ymlaen yn foddhaol, efallai bydd angen i'r feithrinfa, mewn ymgynghoriad â'r rhieni ac unrhyw asiantaethau allanol sydd eisoes yn gweithio gyda'r plentyn, ofyn am asesiad statudol gan yr awdurdod lleol. Gall hyn olygu bod y plentyn yn derbyn datganiad o anghenion addysgol arbennig.

Mabwysiadwyd y polisi hwn ar	Llofnodwyd ar ran y feithrinfa	Dyddiad adolygu
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