

# SPECIAL RIGHTS POLICY

## LITTLE WILLOWS PRE-SCHOOL

Initial Publication Date: March 2019  
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**“Children have Special Rights if they learn differently that calls for a special educational provision to be made for them”**

### **(1) Basic Information about the Setting’s Special Rights Provision**

#### **The Aims & Objectives of our Special Rights Policy are:**

- A child with Special Rights will have their needs met.
- Provide a safe, inclusive and supportive learning environment free from harassment in which the contribution of all children is valued and where racial, religious, disability and gender stereotypes are challenged.
- Children with Special Rights will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage.
- The emphasis of our Special Rights policy is on the early identification of learning needs a child may have, and on offering an appropriate learning environment in which we provide a range of differentiated activities to meet all individual needs.
- We aim to develop a partnership with parents and will always consult with parents if we feel a child is having difficulties.
- A child’s progress will be observed, monitored and recorded as appropriate. If a child is placed on the Special Rights register, staff will liaise closely with the Special Rights Co-Ordinator on setting appropriate targets.
- A child’s strengths and preferences will always be included in their learning programme.
- We will liaise with other professionals to ensure we are offering effective provision for children with Special Rights.

## **The Name of our Special Rights Co-Ordinators are:-**

**Stacey Coulter, Harriet Tolley & Jennifer Baker**

## **The Special Rights Co-Ordinator's role is to:**

- Ensure the objectives of the Special Rights policy are reflected in the practice of our setting.
- Establish a Special Rights Register and ensure it is kept up to date.
- Promote effective relationships with parents of children with Special Rights.
- Ensure that parents are aware of the Local Authority's (LA) SENDAR, SENDIAS, IDS and other relevant outside agencies.
- Signpost parents to additional services such as financial support.
- Collect and collate all known information about the child.
- Liaise with outside support services seeking appropriate advice and guidance.
- Develop IEP (Individual Education Plan) SMART targets and appropriate teaching strategies in collaboration with parents.
- Review and monitor progress and development at regular meetings with parents (at least 1 per term).
- Implement risk assessments when appropriate.
- Arrange for transition meetings and ensure that passports, social stories and all other relevant information is made available for future educational provisions.
- Refer for Educational Health Care Plan assessments if appropriate.
- Ensure all relevant records and information are up to date and available to be shared with support services.
- Advise and support other practitioners in the setting and to promote their awareness and development in relation to Special Rights.
- Monitor the Special Rights Policy and to set dates for evaluation and review.

## **The Admissions Arrangements for Children with Special Rights are:**

- Our admissions policy is that all children are welcome and we aim to respond appropriately to each child's background and individual needs.
- We welcome children with already identified Special Rights, as well as identifying and providing for children not previously identified as having Special Rights.
- No child will be refused admission because of their Special Rights and will be treated as fairly as all other applicants for admission.
- We ask parents to give as much notice as possible if a child has a disability and/or has Special Rights. Staffing ratios may affect our ability to offer suitable provision for certain children and individual cases will be discussed with the parents.
- Meetings will be held with parents of children with Special Rights to collate all necessary information to ensure the child's needs are met.
- It may be necessary for additional arrangements to be discussed depending upon the child's needs, such as, staffing ratios, number and length of sessions, access/physical environment.

### **Specialist Facilities, Staffing & Resources:**

- We offer a designated Specialist Rights provision equipped to support children with Special Rights.
- We offer dedicated Special Rights Co-Ordinators who provide daily support.
- 1:1 support for short periods of the session is provided by the Special Rights
- Co-Ordinator/keyworkers in accordance with the child's IEP.
- The Special Rights Co-Ordinator, Manager and other members of staff as required attend Special Rights specialist training as required.
- Visual Timetables, Visual Aids, Makaton
- Multi-Sensory Learning Environment
- Small Group Work
- Home visits for preparation into pre-school
- 1:1 Support

## **(2) Information about the Setting's Policies for Identification, Assessment & Provision for all Children with Special Rights:**

### **Identification & Assessment of Children with Special Rights**

- Children are identified and assessed for special rights in accordance with the Code of Practice 2001.
- We have adopted the early action, early action plus and statutory assessment model and the practice of our setting is laid out in the Role of the Special Rights Co-ordinator

### **We Plan our Early Years Curriculum (With Access to the Foundation Stage) to Include Children with Special Rights as Follows:**

- Specialist furniture and equipment to suit individual needs
- To plan opportunities that build on and extend children's knowledge, experiences, interests and skills and develop their self-esteem and confidence in their ability to learn.
- To use a wide range of teaching strategies, based on children's learning needs.
- Provide a wide range of opportunities to motivate, support and develop children and help them to be involved, concentrate and learn effectively.
- Children are included in small groups depending upon their level of development and have differentiated learning targets.
- Children's individual progress in relation to the curriculum is monitored and recorded on a daily basis from which future progress and targets are planned.
- All activities are assessed and evaluated and changes made accordingly in the plans.

### **Our Learning Environment Provides the Following Opportunities for all Children to be Included in the Setting as a Whole:**

- Providing for those who need help with communication, language and literacy skills, and planning, where necessary, to develop understanding through the use of all available resources and experiences through:

- Using alternative and augmentative communication, including signs and symbols;
- Using visual and written materials in different formats, including large print and symbol text, using information and communication technology (ICT), other technological aids and taped materials;
- Using materials and resources that children can access through sight, touch, sound and smell;
- Increasing children’s knowledge of the wider world by using word descriptions and other stimuli to extend their experiences and imagination.
- Planning for full participation in learning and in all physical practical activity through, for example:
  - Providing additional support from adults, when needed;
  - Adapting activities or environments, providing alternative activities, and using specialist aids and equipment, where appropriate.

**We Monitor & Evaluate our Special Rights Policy as Follows:**

- In accordance with the Code of Practice 2001, the Special Rights policy and practice is monitored and evaluated annually during the Summer Term.
- The Special Rights Coordinator and Manager are responsible for monitoring and evaluating the policy and practice.
- The policy is available for all parents to read on the Parents’ Notice Board.
- Any amendments to the policy would be advised to the parents by letter.

**Complaints about our Special Rights Provision are Dealt with as Follows:**

- We always seek to create and maintain positive relationships and effective communication channels with parents.
- We respect the validity of differing perspectives and seek constructive ways of reconciling different view points.
- We respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers.
- However, in the event of a complaint in relation to the Special Rights provision, parents should:
  - Initially discuss the issue with the Special Rights Coordinator and the Manager.
  - If the issue is still unresolved, the matter should be addressed to the Chair of the Board of Trustees.
  - The issue may also be addressed to the Parent Partnership Services (SENDIAS) and the Local Authority.
  - Complaints will be recorded and filed, together with details of action taken and outcomes.

**(3) Information about the Setting’s Staffing Policies and Partnership with Other Professionals & Agencies**

**SPECIAL RIGHTS Training**

- The Special Rights Coordinator attends county and out of county training courses for her professional development and will address training issues in relation to SPECIAL RIGHTS for other members of staff as appropriate.
- Staff training in relation to special rights is met through attendance on county courses and in-

service training within our own setting. Staff take part in training sessions organised by the Special Rights Coordinator and have opportunities to discuss practice, policy and procedures through regular meetings.

- We have a range of books and articles on special rights which are available for staff to borrow at any time.

### **Partnership with Parents**

- We respect and treat all parents of children with special rights as partners.
- Parents hold key information and have a critical role to play in their children's education.
- The past and future part played by parents in the education of their children is recognised and encouraged.

Regular meetings are held with parents to talk about and record information about the child's progress and achievements.

- Written permission is always sought from the parents before initial contact with outside professionals.

### **Links with Other Early Years Settings, Support Services & Other Agencies**

- We have links with the Child Development Centre at Warwick, Educational Psychologist, IDS (Integrated Disability Service), Speech & Language Therapy Service and Health Visitors and other agencies and will form new ones with other specialist settings depending upon the need of the child.
- Written reports and copies of supporting materials, such as, IEPs and Teaching Talking forms will be forwarded to school or future other settings when the child transfers.