

## Wild Arts: Special Educational Needs Policy

At Wild Arts, we are aware that some children have special educational needs (SEN) and/or disabilities that require particular support and assistance. We are committed to taking action to make sure that all children are able to safely and appropriately access our services, made to feel welcome, and that our activities promote their welfare and development.

Wild Arts is committed to the inclusion of all children in its care. We believe that children with SEN and/or disabilities have the right to play, learn, and develop to their full potential alongside other children. Whenever possible, children with SEN and/or disabilities will have access to the same facilities, activities, and play opportunities as their peers.

Our policies, procedures, and practices in relation to children with SEN and/or disabilities are consistent with current legislation and guidance. These include the SEN and Disability Act 2001, Disability Discrimination Act (DDA) 2005, and the Equality Act 2010.

We believe that by identifying individual needs and taking proactive steps alongside parents/carers and other statutory professionals or agencies, all children should be able to play a full, active, and equal part in our activities.

### Partnership Working:

At Wild Arts, we recognise the critical importance of partnership working in supporting children with special educational needs (SEN). We believe that collaboration between parents/carers, educational professionals, external agencies, and the wider community is essential to ensure the holistic development and well-being of children with SEN. By working together in a spirit of cooperation, communication, and mutual respect, we can provide tailored support, share expertise, and create inclusive environments where every child can thrive and reach their full potential.

### How we create a supportive and enabling environment:

1. **Inclusive Environment:** At Wild Arts, we are committed to fostering an inclusive environment where all children feel welcome, valued, and respected. We celebrate diversity and embrace the unique qualities of each child, promoting a sense of belonging for everyone.
2. **Individual Support Plans:** In addition to health and care plans, we develop individualized education plans (IEPs) or individualized support plans (ISPs) for

children with SEN at Wild Arts. These plans outline specific goals, strategies, and accommodations tailored to each child's unique needs and abilities. They have relevant details and timelines to ensure pupils are able to access and make at least expected progress towards their targets. These documents are reviewed every 6 weeks, and/or as the individuals personal circumstances change.

3. **Staff Training and Development:** We invest in ongoing staff training and development at Wild Arts to enhance their skills and knowledge in supporting children with SEN inline with national DFES guidelines. Our staff receive training on various topics, including specific disabilities, communication strategies, behavior management techniques, and inclusive teaching practices.
4. **Collaboration with External Professionals:** We foster strong partnerships with external professionals, such as speech therapists, occupational therapists, and educational psychologists, at Wild Arts. This collaboration involves regular communication, joint assessments, and sharing of resources and expertise to ensure that children's needs are effectively met. We work to include targets and strategies from health care professionals to ensure safe and inclusive learning for each pupils specific needs.
5. **Accessible Communication:** We ensure that communication with parents/carers is accessible and inclusive at Wild Arts. Information is provided in different formats (e.g., written, verbal, visual), and we accommodate any communication preferences or accessibility needs to ensure effective communication with all families.
6. **Transition Planning:** We develop clear transition plans for children with SEN who are transitioning into or out of Wild Arts forest school. This involves collaborating with previous or future educational settings, conducting transition meetings, and providing additional support during the transition period to ensure a smooth transition for every child.
7. **Monitoring and Evaluation:** We establish systems for monitoring and evaluating the effectiveness of our SEN policy and practices at Wild Arts. This includes collecting feedback from parents/carers, working with health care professionals who are providing support for a specific student to review targets and progress, conducting regular reviews of individual progress, and analyzing data to identify areas for improvement and ensure continuous enhancement of our support for children with SEN.
8. **Promoting Positive Behavior:** We implement strategies for promoting positive behavior and managing challenging behaviors in a supportive and inclusive manner at Wild Arts. This includes using positive reinforcement, visual supports, social stories, and sensory accommodations to create a conducive learning environment where every child can thrive.

## SEN Coordinator

During our initial stages, Samantha Sheldrake of the management team will oversee SEN coordination and act as SENCO until a member of staff is trained with relevant qualifications. This document will be reviewed regularly to reflect any amendments.

Before any child with SEN and/or disabilities starts with us, the SEN Coordinator will liaise with the parent/carer to discuss the specific needs of the child, determine what adjustments would need to be made to meet those needs, and whether these are “reasonable” under the requirements of the DDA 2005. All members of staff will be expected to assist the SEN Coordinator in supporting children with SEN and/or disabilities.

### Future Allocation:

Upon registration of a successful SENCO this person will be required to keep up to date with their training and responsibilities. The designated staff member will require QTS Status / Early Years Level 3 and achieve their National Award for SEN Coordination within 3 years of working for the setting.

### The SEN Coordinator’s responsibilities will include:

- To ensure all staff are aware of all legislation, regulations, and other guidance on working with children with SEN and/or disabilities.
- Ensure that all staff working with children with SEN and/or disabilities have appropriate skills and training.
- Coordinating regular monitoring and reviews of children’s progress, involving parents/carers, other staff members, relevant representatives from statutory agencies, and if appropriate, the child themselves. They will also be responsible for ensuring that any actions following such reviews are followed through.
- Assessing each child’s specific needs and adapting or adjusting the facilities, procedures, practices, and activities as appropriate.
- Where appropriate, drawing up individual care or health plans in liaison with parents/ carers and other agencies where appropriate.
- Ensuring that systems are in place to adequately plan, implement, monitor, review, and evaluate the SEN policy.
- Ensuring that children with SEN and/or disabilities are fully considered when activities are being planned and prepared.
- Liaising with parents/carers about the needs of their children and the plans and actions of the club, as well as being the point of contact for parents/carers.

- Liaising with other agencies and seeking advice, support, and training for themselves and other staff.
- Supporting other members of staff to become more skilled and experienced in the care of children with SEN.
- Ensuring that all children are treated with equal concern and respect and are encouraged to take part in all activities.
- Ensuring that accurate observations and assessments of children's progress are regularly made and properly recorded.

### Record Retention for Children with Special Educational Needs (SEN) at Wild Arts:

At Wild Arts, we understand the importance of maintaining accurate and up-to-date records for children with special educational needs (SEN). As part of our commitment to providing high-quality support and services, we adhere to the following guidelines for record retention:

1. **Statutory Requirements:** We comply with the Education (Special Educational Needs) Regulations 2001, which stipulate that records relating to children with SEN should be retained for a minimum period. Typically, this period is five years after the child has left our educational setting or reached the age of 25, whichever is later.
2. **Data Protection Legislation:** We manage all SEN records in accordance with data protection legislation, including the General Data Protection Regulation (GDPR) in the UK. This ensures that personal data is kept secure, accurate, and up-to-date, and that it is not retained for longer than necessary.
3. **Individual Circumstances:** We recognize that the length of time records are retained may vary based on individual circumstances and needs. In cases where ongoing support or monitoring is required, records may be kept for a longer period as deemed necessary.
4. **Consultation with Local Authority:** We consult with our local authority or relevant governing body for specific guidance on record retention for children with SEN. This ensures that our practices align with local policies and procedures.
5. **Consideration of Future Needs:** When determining the length of time to retain records, we consider potential future needs, such as legal requirements, requests for information from parents/carers or relevant authorities, and the continuity of support for the child.

By adhering to these guidelines, we ensure that records for children with SEN at Wild Arts are managed appropriately, securely, and in compliance with relevant regulations and best practices.