

Special Educational Needs, Disability and Inclusion policy

This policy represents agreed principles for Special Educational Needs and Disability (SEND) throughout the setting. All setting staff, representing RSC Nursery have agreed this policy.

Introduction

This policy is in line with the SEND Code of Practice: 0 -25 2014 and Equality Act 2010.

The Special Educational Needs and Disability Coordinator (SENDCo) is Kate Robinson, Head of RSC Nursery.

She has attended Warwickshire Council training SENDCo training for new SENDCo's and regularly attends SENDCo cluster meetings.

We believe every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **partnership working** between practitioners and with parents and/or carers;
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **learning and development requirements** cover:

- the *areas of learning and development* which must shape activities and experiences (*educational programmes*) for children in all early years settings;
- the *early learning goals* that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and
- *assessment arrangements* for measuring progress (and requirements for reporting to parents and/or carers).

The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

Overarching principles

Four guiding principles should shape practice in early years settings. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and

- children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

This is our starting point for planning that meets the specific needs of individual children. When planning, staff respond to children's diverse learning needs. Some children may have barriers to learning that mean they have additional needs and require particular support by the setting.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider the prime areas of learning and any information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has Special Educational Needs (SEN). All the information should be brought together with the observations of parents and where appropriate the child's views and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, should be sought e.g. Early Help Assessment (EHA).

Children may have Special Educational Needs either throughout or at any time during their early years' development. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

Aims and objectives - The aims of this policy are:

- To support the early identification of children's needs and early intervention to support them
- To focus on inclusive practice and removing barriers to learning
- To provide high quality provision to meet the needs of all children.
- To create an environment that meets the Special Educational Needs of each child;
- To ensure that the provision for Special Educational Needs follow a graduated approach of assess, plan, do and review;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in planning for children's Special Educational Needs;
- To use the settings' best endeavours for children's access to the setting;
- To ensure that parents are able to play their part in supporting their child's education;

The SENDCo role is to:

- Support and advise colleagues
- Oversee the records of all children with Special Educational Needs
- Ensure parents are closely involved throughout and that their insights inform the action taken by the setting
- Act as link with professionals, external agencies and other support agencies
- Regularly review and evaluate the quality and breadth of the support they offer or can access for children with SEN or disabilities.
- Manage a range of resources, human and material, to enable appropriate provision for children with Special Educational Needs
- Contribute to the professional development of all staff
- Ensure all staff are aware of their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- Ensure all staff are aware of current and appropriate documentation such as; best fit, 2 year old check, starting points, learning diaries, learning journal, Individual Progress Plans, Early Support Inclusion Material and the Area SENDCo and their role
- The SENDCo supports the key person to monitor impact of interventions on progress of children with SEND.

- The SENDCo supports the key person to draw up Individual Progress Plans for children. The SENDCo and the managers hold regular meetings to review the work of the setting in this area.

Inclusion

We aim to offer good quality provision and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our nursery community. Through stimulating provision, we respect the fact that children;

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire absorb and communicate information at different rates;
- need a range of different teaching approaches and experiences

Identifying and assessing SEN for young children whose first language is not English requires particular care. Early year's practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

Staff respond to children's needs by:

- providing support for children who need help with communication and language
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- planning to develop children's understanding through the prime areas of learning and development within the Early Years Foundation Stage (Personal Social and Emotional Development, Physical Development and Communication and Language);

The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for the children. As an early years setting we will use our best endeavours to make sure that a child with SEN gets the support they need.

Special Educational Needs

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, or by relevant early years providers.

Universal support

All our children are observed when they join our nursery, so that we can plan for their next steps in learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. This observational assessment continues throughout their time within our setting, significant learning is documented within the child's learning diary, the statutory two year old check and aligned to EYFS best fits.

Targetted support

If our observational assessment indicates that a child may require additional support, we use a range of strategies to make full use of all available resources. In liaison with the child's parent and SENDCo, the Key person will offer additional interventions to support the child's development. The Key person will keep parents informed and draw upon them for their in-depth insight into their child's development. We will record the strategies used to support the child within an Individual Progress Plan (IPP). The IPP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place every 6 weeks. Parents will be involved in the writing and review of each IPP.

Specialist Support

If the IPP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In many cases, children may be seen in the setting by external support services. External support services may provide information for the child's new IPP.

If the SENDCo, Key person and parents feel that the child would benefit from further support, the Key person will then take the lead in further assessments of the child's needs using the document Warwickshire County Council Teaching Talking Profile Assessment Statements for Children with Special Educational Needs and Disabilities. This is designed to be used if practitioners are concerned about a child's rate of progress compared with their peers, or when some of their skills appear to be delayed. This will be done within the setting and in collaboration with parents or carers.

Through the support of the Area SENDCo additional or SEN Top up Funding maybe applied for. This is in addition to the Child' s 2, 3 or 4 year old funding and can be used for more individual support, training for staff and resources.

A range of written evidence about the child will support the application.

Staff use a range of strategies for dealing with behaviour, but some children may require further support. Further information about this can be found within our Managing Feelings and Behaviour policy.

As a setting we use a Teaching Talking Profile, a published assessment tool by GL Assessment - Ann Locke and Maggie Beech - as recommended by Warwickshire County Council, and the Time to Talk Toolkit in addition to the EYFS to enable us to assess children's achievements and plan for the small steps that some children with SEND need. We are aware that children develop at their own rates and in their own ways.

Education Health and Care Plans (EHC)

Where, despite the setting having taken all relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care Needs assessment.

The outcome of an assessment may result in an Education, Health Care Plan - "EHC plans should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person"

Partnership with Parents

As a setting we work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. Parents know their children best and have much to contribute to our support for children with Special Educational Needs.

Partnership with the Area SENDCo

An Area SENDCo works for Warwickshire Local Authority Early Years Team and helps make the links between education, health and social care to facilitate appropriate early provision for children with SEN and their transition to compulsory schooling.

Local Offer

Warwickshire Council has a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

The Local Offer has two key purposes

To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and

To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

Further information can be found on <https://www.warwickshire.gov.uk/send>

Review date: September 2019 or in line with new legislation/changes to local policy
