



Inclusion Policy

Special Educational Needs

This policy is in guidance with the Early Years Foundation Stage Statutory Requirements (EYFS 2014, paragraph 3.66) and the Special Educational Needs Code of Practice (2015).

At Westlands Nursery we believe that all children have a right to a broad and balanced early year's curriculum, to achieve the best possible educational outcomes and become confident young children with growing ability to communicate their own views and ready to make the transition into compulsory education (Code of Practice 5.1). We welcome all children whatever their individual needs, and believe in being an inclusive setting, giving regard to the code of practice. This duty is set out in section 313 (2) of the Education Act 1996 and section 4(1) of the Nursery Education and Grant Maintained Schools Act 1996 and section 123 of the School Standards and Framework Act 1998.

In order to achieve this, we work closely with parent/carers, managers and staff - and if necessary our Special Educational Needs Co-Ordinator (SENCO) and other involved professionals. We have prepared a welcome pack and general information to inform parents/carers about the procedures, policies and practice at Nursery, before their child is registered.

Using our system of observation and record keeping, we aim for early identification of any emerging difficulties a child might have or barriers there may be to a child achieving his/her full potential. We respond quickly and work with parents/carers to address those difficulties and /or remove the barriers we have identified.

Admission

We offer admission to all children from 3 months of age to school age. In certain circumstances some children may require additional resources. Parents/carers of children with particular needs should approach our designated SENCO for more information.

How we support children with special educational needs (SEN):

Our **SENCO is Samantha Mitchell** and she has responsibility for:

- Assisting in identifying emerging difficulties a child may have, or barriers there may be to them accessing the full offered curriculum.
- Helping to plan and set up targeted plans along with the child's key person and parents/carers
- Keeping parents/carers informed of any progress made to help maintain a positive partnership.
- Review the SEN policy yearly; in consultation with the manager and staff at full staff meetings
- Have reasonable knowledge of outside agencies who can offer support
- Liaise directly with the settings 'Equality and Inclusion Adviser'
- Attend regular Local Inclusion Forum Team (LIFT) meetings
- Acting as a resource for all staff within the setting regarding SEN concerns with their key children (Code of Conduct, 5.28, 5.30, 5.39 to 5.46)
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated (Code of Practice, 5.23 to 5.25).

Training

The SENCO is attending on-going training in SEN and will have certificates of attendance at relevant courses. We have a range of books and pamphlets on SEN and the support services. These are available for parents/carers on request.

Identifying SEN and Managing Interventions

In order to identify the strengths and weaknesses of all our children:

- We use observations and assessments of children's development and the progress that all children make and note any child who seems to be encountering difficulties in any area of their development. This includes children who have difficulty concentrating or whose behaviour is challenging.
- We record children's progress and regularly share information with parents/carers.
- *Early Years Action* is where the setting or SENCO in consultation with the parent/carer, identifies that a child may benefit from additional or different support to what is provided as part of our setting's usual curriculum offer and strategies.
- The triggers for intervention through Early Years Action could be the practitioner's or parent/carers concern about a child who despite receiving appropriate early education experiences:
 - makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness.
 - continues working at levels significantly below those expected for children of a similar age in certain areas.
 - presents persistent emotional and/or behavioural difficulties, which are not overcome by the behaviour management techniques usually employed in the setting.
 - has sensory or physical problems and continues to make little or no progress despite the provision of personal aids and equipment.
 - has communication and/or interaction difficulties and requires specific individual interventions in order to access learning.
- As an important part of the Early Years Action the SENCO and colleagues should collect all known information about the child and see additional new information from the parent/carers. In some cases outside professionals from health, social services or the education psychology service may already be involved with the child.
- *Early Years Action Plus* is characterised by the involvement of external support services who can help early education settings with advice on new IEPs and targets, provide more specialist assessments, give advice on the use of new or specialist strategies or materials and in some cases provide support for particular activities. The kinds of advice and support available to early education settings will vary accordingly to local policies.
- If we feel that a child needs interventions which are additional to, or different from that which we normally provide, we discuss this with parents/carers and prepare a targeted plan with input from the parents/carers and also from the child's key person. Within the plan we outline the clear, small targets we set for their child, record the strategies we will employ and detail the subsequent progress made by the child.
- We will review the targeted plan regularly (at least termly) with the parents/carers at a relaxed and informal meeting (Code of Practice 5.43 to 5.46) taking into account the child's view. Between us we will agree any changes to the outcomes and support for the child in light of the child's progress and development.
- If despite differentiation of the curriculum we all feel that a child is still experiencing difficulty accessing the full curriculum and his/her needs are not being met with the resources normally available to us, we can request (after consultation with, and consent from parents/carers) further support and advice from our Equality and Inclusion Advisor. This may lead to us seeking the involvement of one or more of the following: Specialist Teacher, Speech and Language Therapist, Occupational Therapist etc.
- The SENCO will take the lead in liaising with the external professionals in drawing up a new targeted plan suitable strategies which draw upon their advice.

Working with Parents, Carers and Children to succeed in a safe, calm and caring environment

Trust Principal: Mr J Whitcombe MA

Executive Head for Primaries: Mr M Wilson

Swale Academies Trust Registered Office: Ashdown House Johnson Road Sittingbourne Kent ME10 1JS

Registered in England No. 7344732

- If the child's needs are so severe and complex that they cannot be met effectively within the resources and advice normally available to our setting, the SENCO after further consultation with the parents/carers and external professional, will ask the Local Educational Authority (LEA) to carry out a statutory assessment in order to consider issuing a statement of special educational needs. The SENCO will co-ordinate all targeted plans, reports, review meeting notes etc and submit these to the LEA with the relevant paperwork (Code of Practice 5.46).

Planning support for children with SEN

We endeavour to provide a fully inclusive environment by:

- Ensuring that our individual planning for all children contain approaches and activities which will ensure the progress of those children with SEN.
- Differentiating the activities offered so that they are achievable by all the children and provide opportunities so that all children experience success and gain confidence.
- Adapting our materials and teaching styles to deliver our learning activities to children with different individual needs.
- Monitoring how each child with SEN learn, so that we can meet the preferred learning styles of all of our children.
- We are always available to meet with parents/carers and this is also documented within our welcome pack.
- We would not contact another professional about a child without the parents/carers' consent, unless our concerns were of a child protection nature.

Monitoring our SEN policy

We monitor our SEN policy by:

Reviewing the policy annually

Making a copy of the policy available in our welcome pack.

Displaying our policy on our website

Asking parents/carers and staff regularly about how well we are meeting the needs of children with SEN in our setting.

Talking with the children about how happy they feel in the setting and in their policy.

Appendix A

SEN resources available at our nursery

SEN Code of Practice 2016

SEN toolkit

These are kept in the manager's office.

Transition arrangements

We pass the KCC record of transition document (including the section concerning a child's SEN if applicable), plans and assessments on to a child's chosen primary school or setting with parents/carers consent. The SENCO liaises with other practitioners working in other settings for any child who has a split placement.

Complaints Procedures

Complaints about the SEN provision at our setting should be made to the SENCO initially. She will report back within a week and also provide a next line of contact if the matter has not been resolved to mutual satisfaction.

Equality and Diversity

Statement of intent

Our setting is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. We recognise that children and their families come from diverse background. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include to parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins while others may be more removed from close kin or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment.

Aim

We aim to:

- provide a safe, secure environment both indoors and outdoors in which all our children can flourish and in which all contributions are valued; (EYFS, 2014. 3.54)
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all of the activities of the setting.

The legal framework for this policy is:

- Race Relations Act 1976;
- Race Relations Amendment Act 2000;
- Sex Discrimination Act 1986;
- Children Act 1989; and 2004
- Special Educational Needs and Disability Act 2001.
- Equality Act 2010

Methods

Admissions

Our setting is open to all members of the community.

- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to our setting because of any disability.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly racist insignia, distribution of racist material, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

- Applicants are welcome from all backgrounds.
- We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service. <https://www.gov.uk/government/organisations/disclosure-and-barring-service>. This ensures fairness in the selection process.
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking. (EYFS, 2014. 1.5 TO 1.6)

We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- recognising the different learning styles of girls and boys, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities; (EYFS, 2014. 1.6)
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages. (EYFS, 2014. 1.7)

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them. (EYFS, 2014. 3.47 to 3.49)

Monitoring and reviewing

- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and a complaint summary record for parents to see.

This policy was adopted by Westlands Nursery and will be reviewed by September 2017.