

Inclusion, Special Educational Needs and Disability

BEST Nurseries Ltd has a vision of equality and fairness. Active promotion of Inclusion for all children is an important part of this vision as it gives every child the same entitlement to educational opportunities. To achieve inclusion for everyone, we will need to:

- Identify their current position with regard to inclusive thinking and practice, and identify action needed to develop further
- Monitor and evaluate progress towards inclusion
- Develop the confidence and skills of all staff members to support this process

The Disability Discrimination Act 2001 came into effect in September 2002. This Act makes it unlawful to treat disabled children 'less favourably' for reasons related to their disability. The Department for Education (DFE) published a new Special Educational Needs and Disabilities (SEND) Code of Practice: 0 to 25 years. It is statutory guidance which came into force in September 2015.

The new Code of Practice (2015) has a clear focus on the views of children and young people and parents in decision making at individual and strategic level. There is a strong focus on high aspirations and on improving outcomes for children through planning and commissioning of services to ensure co-operation between education, health and social care. It is seen as a graduated approach to identify and support pupils with SEND which replaces Early Years Action and Early Years Action Plus.

As an Early Years setting we provide every child with an education that enables them to:

- Achieve the best possible educational and other outcomes
- Become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

Summary Statement

Inclusion is meant in the widest sense. It incorporates children and young people as well as the rights of parents/carers, students and all staff. It includes individuals with special educational needs and/or a disability, as well as those from minority ethnic groups and any other diverse cultural groups. Inclusion also includes those with English as an Additional Language (EAL) and children in public care (Looked After Children). Those with specific medical needs or suffering from low emotional well-being are also included. Inclusion also incorporates the rights of the child and equal opportunities, as well as any other groups at risk of exclusion or social exclusion.

The Nursery acknowledges the vital role we play in early identification and assessment of children with special educational needs and we aim to offer inclusive education to all children including those with additional needs. The Nursery aims to ensure entitlement for all children with equality of access and the development of all children's potential. Children with additional needs should have the greatest possible access to a broad, balanced curriculum. They are integrated into all activities in Nursery whilst considering the safety, welfare and education of all children. Staff in Nursery will contribute to the development of this policy and will aim to support its implementation.

The Nursery sees its partnership with parents as vital. Parents will be involved in discussions, assessment, SEND Support Plans, and review. We also aim to include parents' knowledge, views and experiences of their children and enable them to support their children at home.

Aims

- All children have a right to full access to a broad, balanced, relevant and differentiated early year's curriculum
- All children have a right to expect to learn in a caring, considerate and inclusive environment where the staff and the children are all valued for their contribution to Nursery life
- Our Nursery is committed to the early identification of children with additional needs and to adopting clear and open procedures
- Our Nursery is committed to working closely with parents who are fully involved in all decisions that affect their children's education

- We will provide, within available resources, the highest possible quality support and inclusive education for all children

These objectives will be achieved by:

- Ensuring entitlement for all pupils to a broad, balanced, relevant, differentiated and effective curriculum which is appropriate to individual children's special needs
- Providing a high quality, accessible learning environment for all children both inside and outside
- Ensuring that all children's progress is monitored, recorded and reviewed.
- Recognising the rights of the child and ensure that inclusion and equal opportunities are embedded in our practice
- Ensuring that all staff are aware of the Code of Practice, additional needs procedures and the role of the SENDCO
- Providing opportunities for staff to receive relevant training
- Establishing a partnership between parents and Nursery enabling parents to support their child and work closely with the Nursery
- Providing appropriate resources for all children, ensuring differentiation.
- Providing an effective and meaningful learning environment where all children are respected and encouraged to reach their potential

Management of SEND

Managing inclusion and additional needs involves:

- Supporting staff in the early identification of children's needs by observation and monitoring
- The day to day running of the Nursery's S.E.N.D policy
- Liaising and working closely with colleagues (including outside agencies) and coordinating the provision for children with special educational needs
- Maintaining the S.E.N.D register, responsibility for completing LEA forms, overseeing all records and working closely with staff to implement SEND Support Plans and action plans
- Contributing and ensuring that staff receive relevant training on special educational needs
- Involving parents with information gathering, reviews and in ways to support children together
- Ensuring the staged approach to SEND as required by the Code of Practice 2015

Specific Roles and Responsibilities

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The Nursery Manager maintains overall responsibility for pupils with special educational needs. The SENDCO works with the Nursery Manager to determine the strategic development of SEND policy and provision in the Nursery. The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and carers, and other agencies. Key responsibilities of the SENDCO may include:

- Overseeing the day-to-day operation of the Nursery's SEND policy
- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- Arranging meetings, ensure professionals are invited, chairing meetings
- Coordinating provision for children with SEND which will include work with Specialist Support Teachers to ensure high quality, effective interventions are in place and are monitored regularly
- Liaising with the relevant designated key worker where a looked after pupil has SEND
- Advising on graduated approach to providing SEND Support
- Liaising with parents of children with SEND
- Liaising with other early year's providers, Nurseries, educational psychologists, health and social care professionals, family workers and independent or voluntary bodies
- Being a key point of contact with external agencies
- Providing behaviour support in accordance with the Nursery's Behaviour Policy

- Liaising with potential next providers of education to ensure the child and their parents are informed about options and a smooth transition is planned

Unit Managers/Key workers

Unit Managers are responsible and accountable for the progress and development of the children in their room, even where children access support from one to one or specialist staff.

Admission Agreements

Priority will be determined according to the following criteria:

- Child on the Child Protection Register. Children for whom there are concerns about their physical and emotional well-being as a result of the care they receive or the environment in which they live, including looked after children
- Children who are being investigated in the respect of child protection concerns
- Children whose behaviour and/or development give cause for concern;
- Children with disabilities, including those with an Education Health Care Plan (EHC) or a Statement of Special Educational Need or referred for a Statement to be prepared
- Children with parents who are unable to provide care as a result of their physical disability, learning disability, mental health problem or illness

This list is not intended to represent a priority order however it is expected that children for whom the local authority has specific responsibilities will normally take precedence. Additional priorities for places in Nursery are:

- Children of young isolated first time parents
- Children of families who are itinerant, homeless, living in poor housing or temporary accommodation

The Nursery is able to make provision for children with additional needs provided it is in the best interests of the child, and also of the other children. This may involve the need for extra staffing.

In addition, our policy may consider the following:

- The vicinity of the home to BEST Nursery (we do not have a specific catchment area)
- Siblings already attending BEST Nursery
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission
- We describe BEST Nursery and our practices in terms that make it clear that it welcomes fathers and mothers, other relations and other carers, including childminders
- We describe BEST Nursery and its practices in terms of how it treats individuals, regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or competence in spoken English
- We describe BEST Nursery and its practices in terms of how it enables children with disabilities to take part in the life of the Nursery
- We monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place
- We make our equal opportunities policy widely known
- We consult with families about the opening times of BEST Nursery to avoid excluding anyone, within restrictions of premises availability.

Working with other Agencies

The Nursery recognises that to provide a fully inclusive and supportive environment there is a need to work with the full range of support services and external agencies. The Nursery has developed positive working relationships with many support agencies and health services where support and advice is regularly

requested. We receive referrals for places and support particularly from health visitors and speech therapists. The majority of these referrals concern children who have speech and language difficulties. Parents are involved in any discussions with outside agencies and are provided with relevant information and advice. The Nursery receives support from health visitors, speech therapists, specialist support services e.g. communication and autism team and outreach services e.g. Child Development Centre, Kempston.

Access

It is important that wherever possible the premises will be fully accessible to both children and adults. We need to consider width of corridors and doors, ramps, lighting, colour schemes, furniture, sensory areas, use of space, changing/toilet facilities, accessible outdoor play space and resources that all children can use.

The Nursery is on one level and access would be possible for all children.

Allocation of Resources

All pupils need to have access to a wide range of differentiating materials and resources to meet the needs of a wide range of learning activities. Staff are involved in discussion and the selection of appropriate materials and their most efficient use. Time is one of the most valuable resources and needs to be allocated to staff when they are involved in working with others who are supporting children with additional needs. This enables effective implementation and development of SEND SUPPORT PLANS and parent partnerships.

Identification and Assessment, Record Keeping and Review

- We recognise the important role our Nursery plays in the early identification and assessment of children with special educational needs
- We work closely with support services to ensure early identification
- We collect information if possible before children start Nursery which forms an important baseline
- Staff can raise concerns about individual children
- On-going records and assessments are maintained by all staff based on observations of children
- Samples of children's work are kept in a folder when appropriate
- The Nursery uses a variety of assessment records
- It is important that children are not regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which she or he will be taught

Documentation from outside agencies including health checks, speech therapy reports and case conference notes are kept in Nursery. These are confidential but are available to parents on request. The staff hold meetings throughout the year to discuss all children, including those giving cause for concern, so that there is a consistent approach in Nursery with staff able to support each other. All information, including EHC's, SEND Support Plans, individual profiles and other relevant documentation are transferred prior to entry. We invite staff from receiving Nurseries and Schools to come and observe and discuss children's transition prior to transfer.

Assess, Plan, Do, Review – A graduated approach

We have adopted a graduated approach with four stages of action:

Assess: In identifying a child as needing SEND support, the Nursery team will work with the SENDCO and the child's parents to carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, the SENDCO will request permission from the parents to involve outside agencies in specialist assessments.

Plan:

Where it is decided to provide SEND support, and having formally notified the parents, the Nursery team and the SENDCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour,

and a clear date for review. Plans will consider the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed. Parents will be involved at every stage of the process and will be given advice and support on how they can contribute to their child's progress and development at home.

Do:

The child's key worker will be responsible for working with the child on a daily basis. With support from the SENDCO, they should oversee the implementation of the interventions or programmes agreed as part of SEND support. The SENDCO will support the practitioners involved in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review:

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The SENDCO and the child's parents will meet to evaluate the quality and impact of the support. The child's views will also be considered. Changes to the outcomes and support will be agreed in light of the child's progress and development. Parents will be given clear information about the impact of the support provided and will be involved in planning next steps. At each stage parents will be given the opportunity to engage with the setting and contribute their insights to assessment and planning. Intended outcomes will be shared with parents and reviewed with them, along with action taken by the setting, at agreed times. The SENDCO will co-ordinate and lead this process, ensuring that the cycle of action is revisited regularly to identify the best way of securing good progress. The SENDCO will support individual practitioners and will ensure that the Nursery team are informed by EYFS materials, the Early Years outcome guidance and Early Support resources. On some occasions, despite the Nursery having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the SENDCO may need to request an Education Health Care Plan because the child has not made the expected progress.

Education Health Care Plan/Statement of Special Educational Needs: If the LA decides that there is sufficient need for statutory assessment further evidence will need to be collected by the Nursery. The SENDCO in consultation with the staff, parents and outside specialists will write a full assessment.

- We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. We provide a statement showing how we provide for children with SEN/disabilities
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting
- We ensure that our inclusive admissions practice ensures equality of access and opportunity
- We ensure that our physical environment is as far as possible suitable for children with disabilities
- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support
- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to their settings and schools
- We use the graduated response system for identifying, assessing and responding to children's special educational needs
- We provide a broad and balanced curriculum for all children with SEN/disabilities
- We provide differentiated learning through play opportunities to meet individual needs and abilities
- We use a system of planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans (IEP's) for children with SEN/disabilities
- We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability

- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities
- We provide resources (human and financial) to implement our SEN/disability policy
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided
- We provide in-service training for practitioners and volunteers
- We raise awareness of any specialist equipment, programme or methodology the setting has to offer, e.g. Makaton (sign language) trained staff

We ensure that effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated evaluated and reviewed annually

Partnership with Parents

The Nursery values its close partnership with parents and it is the Nursery's policy to involve parents in their child's education as much as possible. This is achieved by: -

- Parents having access to staff informally on a daily basis:
- Parents have the opportunity for a confidential meeting with members of staff on request
- Parents are invited to all meetings concerning their child and their views are recorded
- Parents are invited into Nursery when any support from other agencies may be used
- Parents are invited to open evenings to discuss their child's progress and development. They also have access to children's records and samples of work

Access for Parents

The Nursery aims to help and support parents who may have communication difficulties:

- Parents are made welcome and are able to use the staff room for meetings or for informal discussions with staff
- The Nursery has a parent's noticeboard providing information on support services and voluntary organisations

REFERENCES AND USEFUL READING

Children and Families Act 2014

SEND Code of Practice 2015

Equality Act 2010

The Special Educational Needs and Disability Regulations 2014

The Statutory Framework for the Early Years Foundation Stage 2021

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