

# **Policy Statement On The Inclusion Of Children With Special Educational Needs And Disabilities**

This policy is governed by The Children and Families Act 2014 and by the Special Educational Needs and Disability Code of Practice 0 - 25 Years (2015).

## **Introduction**

The nursery is committed to the inclusion of children with special educational needs and/or disability (SEND). Our philosophy is that children with SEND have the right to be educated and to develop to their full potential alongside other children. We aim to provide an environment in which all children are allowed to share the same opportunities and are encouraged to develop positive attitudes towards work and play.

We are committed to working alongside parents in the nursery to ensure their child's individual needs are met, this will enable us to help the child to develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery facilities. We believe that all children have a right to a broad and well-balanced early learning environment.

## **How we support children with SEND**

Our Special Educational Needs and Disabilities Co-ordinator (SENCO) is Helen Milne.

She works closely with the manager and with all practitioners in the setting. She has responsibility for the day-to-day operation of this policy and for co-ordinating provision across the nursery.

The role of the SENCO involves

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the settings approach to identifying and meeting SEND.
- Advising and supporting colleagues.
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- Liaising with professionals or agencies beyond the setting

DfE and DH (2015) *SEN and disability code of practice:0-25 years*, para 5.54

We receive support from:

- Health Visitors
- Portage and Early Years Support Teachers
- Speech and Language Therapy Service
- Physio and Occupational Therapy Service
- Sensory Support Service

We will also work with and seek advice and information from any other professional or agency that the parent thinks appropriate, for example, specialist health professionals, community paediatricians, social workers.

## **Identification of SEND**

We record the achievements and challenges of all children.

We observe the progress that all children make and note any child who seems to be having difficulty in any area of learning and development.

We record progress and share it with parents regularly.

Initial concerns are discussed with the SENCO who will then discuss this with the parents.

If a child is having difficulty in any area of development we will discuss this with parents and use agreed appropriately differentiated support using an Individual Learning and Development Plan (ILDLP) which will evidence clear targets for that child. ILDPs are used to set clear targets and strategies when a child requires anything additional or different to that which all children receive within the setting. This will be reviewed regularly with parents and used to inform the next steps to be taken as part of a graduated approach to support.

## **SEN Support**

Any child who is making insufficient progress compared to their peers and within the EYFS guidelines, despite receiving appropriately differentiated early years education will require SEN Support.

SEN Support builds on high quality teaching which is provided for all children and which has been differentiated and personalised for individual children who are experiencing any difficulties. It is designed to provide a graduated approach based on a cycle of action that can be revisited with increasing detail, increasing frequency and with increased involvement of parents. To enable us to do this we will adopt a graduated approach of Assess, Plan, Do and Review.

Where a child continues to make less than expected progress then we will seek parents permission to liaise with other professionals or agencies to gain further guidance advice and support.

We will continue to use detailed ILDPs to set clear targets to enable the child to make progress towards the desired learning and development outcomes.

## **Education, Health and Care (EHC) needs assessment**

Where despite the above action a child has not made expected progress the SENCO will discuss with parents the need to request the Local Authority to undertake an EHC needs assessment.

During the course of an EHC needs assessment , the Local Authority has a duty to gather advice from relevant professionals about the child's, education, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet the identified needs and achieve desired outcomes.

We will seek consent from parents to provide any advice and information as requested by the Local Authority.

## **Education, Health and Care (EHC) Plan**

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

*DfE and DH (2015) SEN and disability code of practice 0-25 years, para 9.1*

Where the Local Authority issues an EHC Plan the Local Authority must then maintain it and make the special educational provision set out in the plan.

We will continue to work with parents and other professionals to set targets for the child's ILDPs in-line with the child's EHC Plan.

We will follow the review process for the EHC Plan as set out by the Local Authority.

## **Transition Arrangements**

Nursery will make every effort to liaise with the relevant members of staff, including the SENCO, when children transfer between settings.

To support transition, information regarding the child's needs will be shared by nursery with the receiving setting or school. We will consult with parents regarding the information to be shared and forwarded with the child.

## **Monitoring this Policy**

The arrangements for monitoring this policy are:

- An annual review in April
- The review will be highlighted in the May newsletter for parents/carers.
- Informal talk with parents/carers and children.
- The policy will be circulated to all staff.

## Complaints Procedure

Complaints about SEND provision should initially be made to the SENCO. If the complaint is not resolved satisfactorily, then it will be referred to the nursery manager.

If the complaint is still not resolved satisfactorily the parents should contact Calderdale SEND Information, Advice and Support Service at Westgate House, Westgate, Halifax HX11PS. Telephone 01422 266141.

Signed -----Helen Milne (SENCO)

Signed -----Alexandra Skvortsov (Manager)

Date -----

Review Date -----