



Special Educational Needs and Inclusion

Contents

1 AIMS AND OBJECTIVES	1
2 DESIGNATED PERSON FOR SEND.....	3
3 HOW WE WILL IDENTIFY SPECIAL EDUCATIONAL NEEDS	4
4 ADMISSION ARRANGEMENTS FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS	4
5 PROCEDURES AND METHODS	5
6 - INDIVIDUAL EDUCATION PLANS - IEP.....	6
7 SPECIAL EDUCATIONAL NEEDS CODE OF PRACTICE – and a graduated approach.....	7
8 ACTIONS	7
9 EARLY HELP ASSESSMENT	7
10 EDUCATION HEALTH CARE PLAN (EHCP).....	7
11 CONCLUSION.....	7
12 STATUTORY GUDIANCE AND LEGISLATION.....	8

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her" (SEND Code of Practice 2014 paragraph xiii pg:15).

STATEMENT

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential. At Paradise Park Children's Centre we warmly welcome children with SEN and/or disabilities as part of our community and we will ensure that all children have an equal opportunity to engage in the curriculum.

- We have regard for current legislation, namely the DfES Special Educational Needs New Code of Practice (2014).
- We constantly analyse and modify our setting to ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with SEND.
- We identify the specific needs of children with SEND and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice, and provision and, if necessary, make adjustments regularly.

1 AIMS AND OBJECTIVES

1.1 All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

Special Educational Needs and Inclusion

1.2 The Nursery believes that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

1.3 We welcome children with special educational needs as part of our community. We recognise that we will need to consider the individual needs of children when planning our curriculum and we aim to provide a curriculum that is accessible to the individual needs of all our children.

1.4 We recognise the importance of early identification and assessment of children with special educational needs. This is particularly important in early year's education. We will develop practices and procedures, which will aim to ensure that all children's special educational needs are identified and assessed, and the curriculum will be planned to meet their needs.

1.5 We have a statutory duty to complete a progress check for two-year-olds. This is always shared with parents and a written summary is completed. The progress check will be carried out by a person/key person that knows your child well. If there are any areas where progress is less than expected in partnership with parents, we would agree further action.

1.6 The Nursery is committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. The Nursery is 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's facilities. All children have a right to a broad and well-balanced early learning environment.

1.7 We are committed to effective collaboration using a multi-disciplinary approach to meet the needs of children with SEND. We will actively support the children and families and maintain close links with all agencies working with the child.

1.8 We feel it is paramount to find out as much as possible about a particular child's condition and the way that may affect his/her early learning or care needs by:

- Following a child-centred approach and always seeking the child's voice. We will do this by using differentiated methods such as observation, child interests, level of attention and engagement and one-page profiles for example.
- Liaising and working in conjunction with the child's parents
- Liaising with any professional agencies
- Reading any reports that have been prepared.
- Attending any review meetings with the local authority/professionals
- Regularly monitoring observations carried out on the child's development. All children will be given a full settling in period when joining the Nursery according to their individual needs.

1.9 We will make reasonable adjustments to our provision and practice to meet the needs of individual children with SEND in line with the SEND code of practice and the Equality Act (2010). For example, providing a standing frame for a child with cerebral palsy, or a raised board for a child with a vision impairment.

We aim:

- To have regard to the statutory guidance and relevant legislation such as:
 1. Carers and Disabled Children Act 2000
 2. The SEND Code of Practice 2015
 3. Children and Families Act 2014 (Part 3)
 4. Equality Act 2010 Working Together to Safeguard Children (2018)
 5. EYFS

Special Educational Needs and Inclusion

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice on identification and assessment of any needs not being met by the universal service provided by the nursery.
- Include all children and their families in our provision.
- Provide well informed and suitably trained practitioners to help support parents and children with learning difficulties and/or disabilities.
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and employ a Special Educational Needs Coordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs (SEN) and the SEN Code of Practice
- Identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies.
- Ensure that children who learn quicker are also supported.
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required.
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the Nursery day according to their individual needs and abilities.
- For those with additional needs, promote positive images and role models during play experiences wherever possible.
- Celebrate diversity in all aspects of play and learning.

2 DESIGNATE PERSONS FOR SEND

2.1 The name of our Special Educational Needs Co-ordinator (SENCO) is: PAULINE WILLIAMS. She holds a strategic role in co-ordinating the provision of education for children with SEND alongside our management team.

Staff roles and responsibilities:

2.2 All staff in the setting are responsible for meeting the needs of children with SEND. The SENCO will support staff and coordinates the SEN provision across the setting. The SENCO will share information with all staff on the identified needs of the individual children and any agreed strategies to support them. She makes sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs policy of the Nursery, always making sure plans and records are shared with parents.

2.3 Role of the SENCO

- Supporting colleagues in planning to meet the needs of a child with SEN.
- Advising colleagues about the range of strategies available to use
- Identifying staff training needs and encouraging colleagues to attend relevant training.
- To take the lead in further assessment of the child's particular strengths and areas of need, in planning future support for the child in discussion with colleagues, and in monitoring and subsequently reviewing the action taken.
- Ensure that appropriate records are kept including a record of children at SEN Support/Early Help Assessment, and those with Educational Health Care Plans (EHCP). The Key Person will continue to be responsible for working with the child daily and for planning and delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the child, and the outcome of this action.

Special Educational Needs and Inclusion

In our setting we give all children a six-week settling in period (fees apply from the end of week one). We identify children's needs both through observation and by talking to their parents. We monitor the progress and development of individuals through ongoing observation using the cycle of Assess, Plan, Do and Review.

- We share any concerns about the development of individual children with all staff within the setting at staff and room meetings.
- We support staff in differentiating the curriculum for individual children.
- If we feel that the provision in our setting does not meet the needs of an individual child, we will adapt it accordingly differentiating the curriculum for the individual child for example: accessing the water tray if it is too high or too low.
- The SENCO is responsible for organising a number of meetings such as the Team around the Child (TAC) Short Term Plan (STP) SEN Support Plan (SSP) Education and Health Care Plan (EHC) and Transition Plan (TP) with parents, keyworker, and other outside agencies/professionals where appropriate. He/she will also organise meetings to review the STP every six to eight weeks.
- Special Educational Needs and Disability code of practice: 0 to 25 years (2014 pg:78- 90)
- The SENCO will set up a confidential file for each child and ensure all records; assessment reports are filed and kept securely in line with Data Protection (2014)
- We work closely with partner agencies including those in education and health and social care.
- We work in partnership with parents/carers to make referrals where necessary.

3 HOW WE WILL IDENTIFY SPECIAL EDUCATIONAL NEEDS

3.1 At PPCC nursery we follow the graduated approach to Children with Special Educational Needs as recommended in the SEN Code of Practice (2001). Setting staff always work in partnership with parents and we will always discuss the child's progress with parents and keep them fully informed about how the setting is seeking to meet their child's needs.

- Initially, during the settling in process, a two-year check, or baseline assessment will be carried out for each child and discussed with the parents when completing the settling in review.
- Any concerns that a key person has about a child's development will be discussed with the Nursery team, including the SENCO at the weekly staff meeting.
- A discussion to raise these concerns with the parents will be held informally. This will help explore whether the same difficulties exist at home. If this is the case, reasons for this will be discussed. If parents/carers do not share the same concerns or see the same behaviours at home, it would be useful to ask them about the approaches they use at home that can also be used at Nursery.
- An Individual Education Plan (IEP) will be written by the key person, SENCO and with the parent/carer of the child for who it is for.
- The IEP will be monitored and reviewed often. Other professionals involved may also attend review meetings and contribute to the IEP.
- If Nursery is struggling to effectively meet the child's need in house, The Early Years Intervention Team (EYIT) will be contacted for support and guidance.

4 ADMISSION ARRANGEMENTS FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

4.1 Children with SEN are welcomed into nursery, as are all our children. We may ask parents to give us further details of professionals involved with their child. When we know a child, who has a special educational need or disability before they start at our setting, we will endeavour to set up a good transition for that child into our setting. We will involve the child, parents/carers and any outside professionals known to the child. This may include a child visiting our setting several times and/or a home visit by the Key Person.

Special Educational Needs and Inclusion

4.2 Children with SEN are regarded as full members of our community and we offer an inclusive provision to all our children. All children have full access to the environments, resources, staff, and activities. Children with SEN engage in the same activities as children with our identified SEN and do so alongside them. The curriculum is planned to meet the needs of the individual children and a careful choice of resources is made to facilitate access to the curriculum for all children. We adapt our materials and teaching styles to help children with different individual needs to learn.

4.3 Some of the site and resources facilities we have available to support children with SEN are:

- Internal lift
- Disabled Toilet
- Wide doors
- Sensory balls, mirrors, and other tactile/visually appealing resources
- A range of books for different ages and stages
- Coloured mats
- Ongoing opportunities for staff training
- Motivating toys and equipment

Staff training and specialisms:

Our staff are trained and/or have experience of:

- Working with children and young people with Autism, Global Developmental Delay, Speech and Language needs, social, emotional, and mental health difficulties, behavioural concerns,
- Children's yoga
- PECS
- Makaton
- Basic BSL

We ensure that we identify ongoing opportunities for staff training to meet the needs of our children and families.

5 PROCEDURES AND METHODS

5.1 We will:

- Designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and share his/her name with parents.
- Provide a statement showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parents, and other professionals.
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the nursery.
- Ensure that our inclusive admissions practice includes equality of access and opportunity.
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities.
- Work closely with parents to create and maintain a positive partnership which supports their child(ren)
- Ensure that the key person, working with the SENCO and the child's parents, carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to the need/s identified.
- Ensure that parents are informed at all stages of the assessment, planning, provision, and review of their child's education.

Special Educational Needs and Inclusion

- Provide parents with information on sources of independent advice and support.
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next care setting liaise with them to discuss the child's needs to ensure information exchange and continuity of care.
- Provide a broad and balanced early learning environment for all children with learning difficulties and/or disabilities.
- Provide differentiated activities to meet all individual needs and abilities.
- Use a system of planning, implementing, monitoring, evaluating, and reviewing Individual Educational Plans (IEPs) for children with learning difficulties and/or disabilities.
- Review IEPs regularly - every six weeks (six term time weeks for TTO children) - and hold review meetings with parents at this time.
- Ensure that children with learning difficulties and/or disabilities are consulted at all stages of the graduated response, taking into account their levels of ability.
- Use a system for keeping records of the assessment, planning, provision, and review for children with learning difficulties and/or disabilities.
- Provide resources (human and financial) to implement our SEN/disability policy.
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided.
- Follow Islington procedures for making a referral to relevant external agencies in order to best support the child.
- Provide in-service training for practitioners and volunteers where possible.
- Raise awareness of any specialism the setting has to offer, e.g., Makaton trained staff.
- Ensure the 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.
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g., Braille, audio, large print, additional languages.
- Monitor and review our policy annually.

6 INDIVIDUAL EDUCATION PLANS (IEP)

6.1 An Individual Education Plan (IEP) is a written working document that enables all staff to see what the child's strengths are and which areas need support.

6.2 With help from the parents, the SENCO and Key Person should collect information about what a child can do and what they find difficult. This information will help the SENCO and Key Person understand the nature of the difficulty the child is encountering, for example the child has good visual skills, but has difficulty understanding language.

6.3 The SENCO and key person will try a range of strategies or teaching approaches to meet the child's needs. These would be a part of the group's normal repertoire of strategies; for example, most children will sit and listen to stories understanding the social expectation, however some children need reminding, encouraging, and praising.

6.4 An IEP would be written when it is recognised that a child has not responded to the typical repertoire of strategies. In fact, the child may have great difficulty sitting and listening to a story because they do not have the necessary levels of understanding. An IEP would be in place to both enable the child to access the books at their level and promote the child's understanding of language.

Special Educational Needs and Inclusion

7 SPECIAL EDUCATIONAL NEEDS CODE OF PRACTICE – and a graduated approach

7.1 It is the duty of the nursery to carry out our statutory duties to identify, assess and make provision for children's special educational needs. The SEN Code of Practice recommends that our Nursery should adopt a graduated approach to assessment through Islington's Early Help Assessment process.

7.2 Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs. Our Nursery has identified a member of staff as a SENCO who will work alongside parents to assess the child's strengths and plan for future support. The SENCO will ensure that appropriate records are kept in accordance with the SEN Code of Practice.

8 ACTIONS

8.1 If the child is identified with special educational needs. The SENCO, working alongside colleagues and parents, will assess and record the child's needs and provide an Individual Education Plan (IEP) providing future support. This plan will be continually under review in consultation with the child and his/her parent(s)/carer(s).

9 EARLY HELP ASSESSMENT

9.1 Is characterised by the involvement of external support services, usually requested by the SENCO and colleagues in consultation with the child's parents. If the help given through Early Years Action Plus is not sufficient to enable the child to progress satisfactorily, it may be necessary for the Nursery, in consultation with the parents and any external agencies already involved, to request a statutory assessment towards an EHCP.

10 EDUCATION HEALTH CARE PLAN (EHC)

10.1 Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to adjust and offer support to meet the special educational needs of the child, and to secure the best possible outcomes for them across education, health, and social care. The local authority will conduct the EHC needs assessment taking into account a wide range of evidence, including:

- tracking and evidence of the child's developmental milestones and rate of progress
- information about the nature, extent, and context of the child's SEN
- evidence of the actions and interventions already being taken by the early years provider to meet the child's needs.
- evidence where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided.
- evidence of the child's physical, emotional, and social development and health needs, incorporating relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

11 CONCLUSION

11.1 This policy was written to ensure best practise and ultimate sensitivity when dealing with Inclusion and Identifying SEN. We review this policy annually and evaluate the effectiveness of:

- Systems for identifying and assessing children with special educational needs.
- The provision made to meet children's special educational needs.
- The record keeping for children with special educational needs.
- The allocation of resources for children with special educational needs.

Special Educational Needs and Inclusion

11.2 This policy will be reviewed more regularly if it is proved ineffective, unhelpful or if an incident occurs.

11.3 Any concerns or complaints about SEN provision by parents should be addressed to the key worker initially. If the parents are still not happy, they should approach the SENCO who will investigate the problem and report back within a week. If the parents/carers continue to be dissatisfied the SENCO will refer the matter to the Nursery Manager, or in the instance that the SENCO is also the Nursery Manager, they will be referred to the Services Director, to take further action as appropriate.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional. (*Working Together to Safeguard Children 2018*).

12 STATUTORY GUIDANCE AND LEGISLATION

Paradise Park Children's Centre Nursery has regard to the statutory guidance set out in

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- EYFS

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