



## ADDERLEY NURSERY SCHOOL

### INCLUSION AND SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

#### AIMS

At Adderley Nursery School we believe that **all children are entitled** to have their individual needs appropriately supported and met in order to achieve the highest possible standards and develop in all areas of the foundation stage (Early Foundation Stage, 2014) which encourages independence, self-discipline and community responsibility in a caring, supportive and secure learning environment. Adaptations are sometimes necessary to accommodate a child with Special Educational Needs and Disabilities (SEND) but we believe in a "can do" approach where positive solutions are sought to ensure children with SEND are treated equally and can learn alongside their peers. Parental involvement is considered as paramount importance so regular meetings and contact is made with parents at the centre. (Please refer to school policies on Aims of the School, Framework for Intervention, Standards for Inclusion, Equal Opportunities and Safeguarding policies.)

In September 2014 **The Children and Families Act** (2014) came into force. The SEND reform implement a new approach which seeks to join up help across education, health and care from **birth** to **25**. Help will be offered at the earliest possible point and children and young people with SEND and their families will be fully involved in decisions about their support and what they want to achieve.

Children and young people with SEND may need extra help because of a range of needs. The **SEND Code of Practice 0-25 (Jan 2015)** sets out 4 areas of SEND:

- Communication and interaction
- Cognition & learning
- Social, emotional & mental health difficulties
- Sensory and/or physical needs

Some children may have SEND that covers more than one of these areas. A disability is described in law (Equality Act 2010) as a "physical or mental impairment which has a long term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities". This can include long-term health conditions such as asthma, diabetes or epilepsy.

As part of the Act (Section 4 p. 59-77) all local authorities have to provide a 'local offer' for children with Special Educational Needs and Disabilities and their families which identify what support and services are available in the area you live and nationally. Birmingham's offer can be found at: [www.birmingham.gov.uk](http://www.birmingham.gov.uk) (external link). The centre has a website outlining the support and services we provided for SEND children and families which includes: the SEND information report, the Accessibility Plan, parental feedback and the SEND policy. This can be found at [www.addleyn.bham.sch.uk](http://www.addleyn.bham.sch.uk)

One major change in the Act is that Education, Health and Care plans will now replace statements of special educational needs. This is a positive move to put the children, young people and families at the center of the assessment and planning process in order to ensure their views are heard and understood.

The Centre is committed to: -

- Ensuring an entitlement for **all** children to a broad, relevant and differentiated curriculum reflecting children's cultural knowledge background, interests and aptitudes.
- The earliest possible identification of a child's special educational needs and disabilities (SEND)
- Involving parents/carers from the outset, ensuring that they are fully involved in decisions affecting their child with SEND
- Regularly reviewing and updating the Nursery's SEND Policy and website.

Our named SENDCo (special educational needs coordinator) **Yvonne Spoors** is responsible within the setting for co-ordinating the day-to-day provision of education for pupils with SEND. Yvonne and other managers will work with all staff to agree, implement and review the SEND policy. **Claire Reay** is our **SEND Representative** on the **Birmingham Federation of Maintained Nursery Schools- Adderley Nursery School Governing Body**.

The role of the SENDCo will be to:

- Liaise with parents, offering advice and support and ensuring they are closely involved in any actions in connection with their child with SEND.
- Liaise with other professionals {working with other agencies}
- Advise and support other practitioners in the setting, ensuring they fully understand their responsibilities to children with SEND and that the appropriate provision is put in place.
- Ensure that the "graduated approach" with four stages (assess, plan, do and review) is adopted
- Ensure that background information is collected recorded and updated
- Take the lead in further assessment of the child's strengths and areas of need to guide future planning to meet the child's needs
- Take the lead in monitoring and reviewing any action taken to support the child and ensure appropriate records are kept.

- To liaise with Birmingham Local Authority (SENAR) to begin the process of an Education, Health and Care assessment and plan (EHCP)
- Ensure that transition to another setting is planned and that children with SEND and their families are fully prepared.

### **Admission arrangements**

As a setting “which is seeking to be truly inclusive and non-discriminatory, children with SEND will be welcomed and admitted according to the same policy as all other children.” According to current legislation it is “unlawful” to treat a child “less favourably for a reason related to their disability” (**Equalities Act, 2010**). Therefore, a child cannot be refused a place on the grounds of special -educational needs. When additional resources, whether human or physical are necessary to support individual needs, these will be provided or requested as appropriate (**reasonable adjustments**). The Centre has a flexible approach to admissions which promotes consultation with parents prior to admission, agreeing settling in procedures and ensuring the setting is ready to successfully include the child (Section 4.13 p.26).

### **Partnership with Parents**

We have a commitment to developing close and strong partnerships with parents / carers, including those of children with SEND. This will be achieved by developing relationships with parents/carers that will:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their children’s education.
- make their views known about how their child is educated.
- have access to information, advice and support during assessment and any related decision making processes about special educational provision (0-25 SEND Code of Practice January 2015)

Successful partnership will take account of:-

- Sharing information: verbal, written, and through records
- Setting up convenient times and places to meet
- Making sure the meeting place is comfortable and welcoming
- Nature of contact: informal sharing of information and more formal meetings eg. when planning/reviewing children’s development and progress
- supporting parents and children to achieve their outcomes
- Need for interpreters (Urdu, Pujabi, Mirpuri, Pushto, Bengali)
- Confidentiality issues
- Complaints procedure: Parent Partnership Services

## **Facilities, Staffing and Training**

### **Facilities**

As a setting we may need to provide certain adaptations and or specialist equipment to address individual needs. The Equalities Act, 2010 places a legal obligation on all service providers to make reasonable adaptations. At Adderley we adhere to the recommendations made by the Act. To ensure full access for parents/carers, staff and children, regular audits may demonstrate our need to consider changes to:

- Toilets/changing facilities
- An outside play area with play equipment
- A range of audio visual equipment
- Provision of food
- Regular outings/use of local services

### **Staffing**

In the Centre the Provision for children with special educational needs is a matter for everyone in the setting. The primary support will come from the key worker. However, when a child has been identified with SEND then the SENDCo will co-ordinate additional and more intense support.

### **Training**

Staff require knowledge to include children successfully. We have an on-going programme of in-service training for issues relating to SEND. This will be targeted towards meeting the needs of that particular year's cohort of children. Training will be assessed as to whether it is best delivered to the whole staff team, small groups or on an individual basis. The SENDCO will ensure the coordination of information and feedback to all staff. Daily SEND discussion and meetings take place with staff to ensure everyone has the relevant knowledge of the children and the right package of care and education is provided.

## **Curriculum, Resources and Learning Environment**

Practitioners need to provide relevant learning and development opportunities and set realistic and challenging expectations that meet the diverse needs of children (Practice Guidance for the Early Years Foundation Stage). For children with SEND, early identification and intervention is central in our practice to maximise children's learning and outcomes. The focus should be on removing barriers for children where these exist and on preventing learning difficulties from developing.

This is achieved by differentiating learning and teaching experiences.

## Curriculum

Adderley Nursery School uses the graduated approach as outlined in "The SEND Code of Practice (2015) for the identification of provision for children with special educational needs.

Teaching children with SEND is a whole school approach.

**Universal** – Quality first Teaching – universal provision for all children where Class teacher/ Key workers

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge in the Early Years Foundation Stage
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

**Targeted** – universal plus additional time limited, tailored intervention support programme to accelerate progress and enable children to work at age related expectations – not a special intervention for pupils with SEN. This is managed by CT/KW and monitored and reviewed in the termly pupil progress meetings with the DH Teacher (nursery).

**Specialist targeted** – targeted individualised interventions for a small percentage of children who even with high quality teaching and support do not make progress and have been identified as having specific high level needs to fill gaps in their learning, remove barriers and accelerate progress. At this stage the child will be recorded on the SEND Data base under the category SEND support. The SENDCo will seek advice and involvement from specialist support services, either in house or external that will

- Provide specialist assessments
- Give advice on or provide an individualised and structures programme of support that is tailored to the specific difficulties (this may be delivered by CT/KW/SEND team or in some cases the professional themselves)

For some children a specific main area of need plan is devised (e.g SALT). This intervention is monitored, assessed, reviewed and discussed with the parent and the CT/ KW in the regular parent consultation meetings (with the support from the SEN team, if required). The DH teacher/ family nursery coordinator and SENDCo on separate occasions monitor the intervention in termly pupil progress meetings.

For other children "My SEN & Early support Plan" is completed identifying all the areas of need and the agencies involved. The SENDCo is responsible to assess, plan and review the plan termly with the parents, professionals (if available) and key/ SEND worker and complete other forms of assessment if required.

**Request for an Education Health and Care Plan (EHCP)** – Despite high levels of support or interventions the child has made little or no progress, then a request for an EHCP will be submitted to the Local Authority.

## **Identification and Assessment**

Staff at Adderley Nursery School use the **assess, plan, do, review** model to ensure that all children get the right teaching and learning to help them reach their full potential. The SEND Code of practice (2015) promotes this approach for children with special educational needs so that they make progress and successfully access the curriculum.

Four Stages of SEND support at Adderley are:

**Assess:** Your child's difficulties will be assessed so that the right support can be provided. Developmental checklists and curriculum based assessment are used to gain additional information.

**Plan:** With parental involvement the nursery will agree the outcomes that the SEN support is intended to achieve – how your child will benefit from the support.

**Do:** the nursery will put the planned support in place. Your child's Key Person will remain responsible for working with your child but the SENDCO and any specialist staff involved will work closely to track progress and effectiveness of the support

**Review:** The support your child receives should be reviewed at the time agreed in the plan.

## **Resources**

Resources are used flexibly and some equipment is borrowed through support agencies or from families as required. Additional equipment may be bought to meet individual needs from the school budget, inclusion grants or charities. Specialist resources may be used where necessary as part of an overall Communication Friendly Environment strategy.

## **Learning Environment**

Furniture and equipment is laid out and available space used to support learning, promote confidence and independence. Risk assessments are completed and if necessary adaptations made.

## **Links with Support Services and other Agencies**

Successful partnership with other agencies is in the best interest of the child. At Adderley Nursery School we are committed to working with others, sharing expertise, responsibility and information.

Other professionals may include:

Area SENCo  
Communication and Autism Team (**CAT**),  
Sensory Support (**SS**),  
Educational Psychologist Service (**EPS**)  
Early Support Service **ESS**  
Health Visitors  
Speech and Language Therapist (**SALT**)  
Child Development Centre (**CDC**)  
Physiotherapists  
Occupational Therapists (**OT**)  
Practitioners from other schools  
Health Professionals

Parents and carers will be fully involved in the process and full consent obtained before children are referred to another agency.

### **Monitoring the Policy**

The Special Needs and Inclusion Policy is embedded in day to day practice in the Nursery and as such is a working policy and can change at any time through staff discussion. The SENDCo will be responsible for leading annual review of the document, keeping up to date with current legislation / guidance and managing any developments as directed by the Local Authority.