

Special educational needs and disabilities (SEND)/inclusion policy

Statement

The setting is committed to the integration of children with special needs. The inclusion of all incorporates children, young people, parents/carers and all staff.

All children have the right to be educated and develop their full potential alongside each other. It is a positive experience to be able to share the same opportunities and overcome any difficulties together.

All individuals are included within this policy; those with special educational needs (he/she has a learning difficulty that needs special educational provision to be made)- those with a disability, those from minority ethnic groups; Travellers; and other cultural groups.

Aims

- To recognise any special needs a child may have and ensure all staff are aware of the DfES Code of Practice on identification and assessment of special needs.
- All staff should also be aware of the Every Child Matters framework and the SENCO and deputy SENCO for each setting should in particular be aware of effective practice as detailed in the Early Years Foundation Framework.
- To employ a special needs co-ordinator (SENCO) who is experienced in the care and assessment of children with special needs and a deputy SENCO who can assist in their duties.
- To ensure each nursery SENCO and where possible the nursery deputy SENCO attend training opportunities each term, to update their knowledge and understanding of Special Educational Needs for all children.
- To assess each child's specific needs and adapt our facilities as appropriate.
- To liaise with other agencies, including the health and education authorities and seek advice, support and training and establish firm partnerships with other professionals to ensure all needs are met.
- To develop and maintain a core team of staff who are experienced in the care of children with special needs.
- To ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day.
- To promote positive images of those with special needs wherever possible.
- To ensure the highest level of support possible and inclusive education for all children with special educational needs.
- To monitor and review our practice and provision and, if necessary, make adjustments.

Responsible Person (SENCO): Caroline Paternotte-Chilton

Deputy SENCO: Rachel Watson / Holly Marsh

The SENCO's role is to:

- Ensure they receive regular and up to date training through Plymouth Early Years Service conferences and courses each term, including attendance at termly locality

meetings, on special educational needs and to relay this information back to their nursery setting and their deputy SENCO.

- To ensure they make monthly visits to each room in the setting to find out if any staff have any concerns over any children and offer advice and support and act appropriately depending on their findings.
- To ensure observations and planning is appropriate and meets the child/children with special educational needs appropriately across the Early Years Foundation Stage Framework.
- To report all concerns and action plans to the nursery manager for additional advice and support.

The Deputy SENCO's role is to

- Go on regular SENCO training and relay information back to the nursery setting.
- To support the nursery SENCO in his/her role and his/her responsibilities as listed above.

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.

Children learn from interacting with other children and by giving them these experiences children with special needs can be educated and develop as far as practicable with peers without special needs.

The setting is committed to working alongside parents, in the provision for their child's individual needs to enable us to help them to develop to their full potential.

The settings inclusive admissions practice ensures equality of access and opportunity.

We provide a wide range of resources to support and extend all children from birth to five and will always review and assess resources to ensure they are appropriate for the needs of children in each room.

We will endeavour to provide additional resources to support children with special educational needs if appropriate.

The nursery is committed to work with any child who has a disability to enable the child to make full use of nursery's facilities.

The setting uses a system of planning, implementing, monitoring, evaluating, and reviewing individual educational plans (IEPs) for children with SEN/disabilities. All of such is shared with parents/carers.

All children with special needs have a right to a broad and well-balanced education. Depending on the individual child's disability the nursery will endeavour to provide a ratio of 1 : 1. At all other times, the nursery's usual staff ratios will apply — see Staffing

Policy.

We feel it is paramount to find out as much as possible about a particular child's condition and the way that affects his/her educational needs by: -

- Liaison with the child's parents.
- Liaison with any professional agencies.
- Reading any reports that have been prepared.
- Attending any review meetings with the local authority.
- Regular monitoring of observations done on the child's development.
- Liaising with primary schools/other nurseries for transition purposes.
- Raising staff awareness and monitoring and reviewing our policy annually.
- All children will be given a full settling in period when joining the nursery according to their needs.
- Facilities used outside of the setting include Speech and Language Therapy; Educational Psychologists; Behaviour Support Team; Health Visitors; Pre School Advisors and Area SENCOs.

On first assessment and notification of any special educational needs, staff will follow the steps and action below:

Request for Statutory Assessment (Educational Health Care Plan – EHC Plan): The child is considered an EHC plan. Staff, the SENCO, parents/carers and any outside agencies involved within the process consult and the LEA considers the EHC plan and may then make a multi – disciplinary assessment. The Area SENCO would also be involved in the process.

Statement of Special Educational Needs: Further evidence will be gathered by the setting in conjunction with the SENCO, staff, parents/carers and any outside agencies; and a full assessment will be made. A statement will be written, arranged, monitored and reviewed if the LEA decides it necessary for a statutory assessment. Additional support would be received and put in place from the local authority. The SENCO will liaise with PEYIS (Plymouth Early Years Inclusion Service)

Parents are an integral part of this process and will constantly be consulted with at each stage. All procedures will be explained and a close relationship sustained to ensure the best possible support for the child concerned. Parents should always be informed of any targets a child is working towards so that they can be worked on at home. Success and progression will be enhanced further with good cooperation and involvement with parents. Consultations with parents can take place daily and/or at regular appointments so that communication between all staff, parents/carers and agencies are well maintained.

Common Assessment Framework

A Common Assessment Framework (CAF) may be required and should be used when there are concerns about a child's progress or vulnerability, their needs are unclear and the support of more than one agency is required. The CAF can be used to assess the needs of unborn babies, infants, children or young people aged between 0 - 18 years. The CAF should not be used for those children whose needs are understood and are being met or those for there are Child Protection concerns - procedures set out in the Child Protection Policy must be followed in that instance.

For a Plymouth setting

Checks must be made with the CAF team and Amanda Paddison (CAF Coordinator) on 01752 307160 or email caf@plymouth.gov.uk before any CAF is undertaken to identify if a CAF is already in place for the child. This is essential in ensuring only one CAF is in existence for a child at any one time.

A Common Assessment Framework (CAF) form must be completed and submitted to the Early Years Forum which includes the Inclusion Support Team. This is the standard method of referring all information to the forum so that a child's needs may be met through accessing outside agency support where support may be necessary. Additional information should be supplied with the CAF to the forum to indicate support of 'Early Years Action' of the Code of Practice for SEN, such as a report, transfer document, IEPs or any relevant information or evidence so that the forum can make an informed decision as to the type and extent of support needed for an individual child/family. The most up to date CAF forms can be downloaded from www.plunouth.gov.uk .

In Plymouth, if concerns arise solely upon speech and language, a Speech and Language Referral Form can be completed (available from www.plymouth.gov.uk) and submitted to The Children's Speech and Language Service. Supportive evidence should also be submitted as an indication of support at 'Early Years Action' of the Code of Practice for SEN. However if there are other needs and/or concerns a CAF must be completed and submitted as above.

Involvement

The SENCO and/or deputy SENCO should be involved in this process with the setting manager and the child's key person. Parent consultation and strong partnership throughout is also paramount and staff work effectively to ensure this is the case.

Consent is required from parents before a CAF is undertaken and parents should be assured that the CAF is a voluntary exercise that can help pull together all the agencies and services that may be able to offer support.

The setting will arrange and hold CAF meetings where appropriate and undertake the Lead Professional role where appropriate. All completed paperwork will be made available to the CAF team in a timely manner.

The setting SENCO and/or deputy SENCO and setting manager will attend all up to date training on CAF assessments and can contact the Common Assessment Framework Team Plymouth 01752 307160 or email caf@plymouth.gov.uk for advice on any CAF assessments. Confidentiality is taken very seriously and all staff must adhere to the setting policy on Confidentiality.

Complaints about SEN provision

All complaints are dealt with in the same manner as the setting policy on Complaints - please see Complaints Policy.

Useful numbers:

PEYIS
Plymouth Early Years Inclusion Service
01752 307 264
peyis@plymouth.gov.uk

References:

SEND Code of Practice 2014
SEND: guide for early years settings September 2014

This policy was adopted at a meeting between John Chilton and Caroline Paternotte-Chilton held on: September 30th 2017 To be reviewed in the next 12 months