



## SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

June 2018-19

“Children are our future: let us all join hands and walk there with them”

### **Rationale:**

Low Hill Nursery School and Children’s Centre is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to access a broad and balanced academic and social curriculum, based on the Early Years Foundation Stage (EYFS) and Special Educational Needs and Disability (SEND).

We believe that all children should be equally valued as individuals and fully included in all aspects of school life.

We will strive to eliminate prejudice and discrimination, and to develop a supportive and secure environment where all children can flourish and feel safe.

Low Hill Nursery School and Children’s Centre is committed to inclusion, part of the school strategic planning for improvement is to develop cultures, policies and practices that include all children. We aim to engender a sense of community and belonging, and to offer new opportunities to children who may have experienced previous difficulties. This does not mean that we will treat all children in the same way, but that we will respond to children, providing learning opportunities, which take account of their varied life experiences, their interests and abilities.

We believe that educational inclusion is about equal opportunities for all children whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Children who need support to learn English as additional language (EAL)
- Children with additional educational needs
- Children who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment.

We recognise that children learn at different rates and that there are many factors affecting achievement. At Low Hill Nursery school/children's centre we aim to identify these needs as soon as they arise and provide teaching and learning opportunities which enable every child to achieve his or her full potential.

Low Hill Nursery School and Children's Centre sees the inclusion of children identified as having additional needs as an equal opportunities issue, and we also model inclusion in our staffing policies, relationships with parents/carers and the community.

### **School Visits**

Risk assessments are carried out and procedures are put in place to enable all children participate in all school activities. The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity. The school recognizes that pupils at school with medical condition should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010 and The Special Educational Needs and Disability Regulations 2014.

## Pupil Participation

*Children, who are capable of forming views, have a right to receive and  
Make known information, to express an opinion, and to have that opinion taken  
into account in any matters affecting them. The views of the child should be  
given due weight according to age, maturity and capability of the child.*

Articles 12 and 13

The United Nations Convention on the Rights of the Child

We value the role the child has in making choices about their own needs and provisions. We understand that children are able to express their own ideas and opinions at a level developmentally appropriate for them and we will make efforts to support children so that they can contribute to their own learning process. When planning targets and writing Individual Inclusion Plans the views of the child will be taken into account and recorded as appropriate to the child. A number of strategies will be used to record children's opinions such as short video clips, non-verbal surveys or story questionnaires.

## SEN Provision - Roles and Responsibilities

### **The Governing Body**

The Governing Body will carry out their legal responsibilities to ensure that appropriate provision is made for pupils with SEN, and that those pupils participate as fully as possible in the activities of the school. They will report annually to parents on the implementation of the special needs policy, consultation with the LEA, the allocation of resources to children with SEN and on the success of the school's systems for identification, assessment, provision, monitoring and record keeping and use of outside services and agencies. The Finance Committee of the Governing Body will monitor how the school's budget is used to support pupils with special needs.

### **The Head Teacher**

The Head Teacher has responsibility for the day-to-day management of the provision for children with special educational needs. She/he will work closely with the SENCO and SENCO support to keep the Governing Body informed. If informed by the LEA that a child has special educational needs she/he will ensure that all who teach the child are aware of this. She/he will endorse any request made by the school to the LEA for a statutory assessment. The Head Teacher will ensure that the school maintains high expectations of children with special educational needs and will reflect this in the school's development plan and target setting.

### **The Special Educational Needs Co-ordinator**

The SENCO is responsible for the day-to-day operation of the school's SEN policy. The SENCO will maintain the school's SEN register, oversee the records on children with SEN and may contribute to the in-service training of staff. The SENCO will liaise with the Head Teacher and Governing Body.

The Special Educational Needs Co-ordinator is Emma Johnson

### **The Special Educational Needs Support**

The SENCO is responsible for liaising with the Key Workers, parents and external agencies and for co-ordinating the provision for children with SEN under the direction of the Head Teacher. She will be involved in information gathering, assessment, planning, monitoring and reviewing for each child; ensuring that each identified child is receiving an effective level of support at the appropriate graduated response wave. The SENCO support meets regularly with staff to discuss additional needs concerns and to review IEP's. SENCO support will advise and support staff on the provision for each child with SEN and will liaise

with outside agencies where appropriate. She will attend training courses and Inclusion Partnership Meetings as appropriate; time will be allocated each term for this purpose.

The SENCO is Emma Johnson

### **Early Years Educator/Family Group Leader**

The Early Years Educators have responsibility for carrying out the daily provision for children with SEN as directed and supported by the SENCO support. They will liaise with the SENCO support, parents and outside agencies about the children in their group. They will ensure that each child has access to a broad and balanced curriculum and plan so that each child is able to achieve his/her full potential.

Each member of staff will have access to the code of Practice and LEA guidelines and additional advice. For staff supporting two year old children, they will be required to complete a Two Year Old Progress Check, as soon as the child has settled. This will be discussed with parents, the SENCO support and interventions planned if required.

### **Parents/Carers**

The school will work in partnership with parents/carers so that we can meet a child's needs together. We offer an open door policy and parents/carers are welcomed into school to discuss their child's progress with Family group leaders, SENCO support, SENCO or Head Teacher.

Parents/carers of children who have been identified as having Special Educational Needs are invited to discuss their child's progress at termly individual or group intervention plan review meetings. They are given copies of their child's plans and are invited to make joint decisions about their child's learning. Parents/carers also have access to Low Hill Nursery's local offer via the web site or hard copy, this document outlines the SEND provision offered by the Nursery.

### **Parent Partnership Service**

The school provides information about the Parent Partnership Service and contact details are outlined in the Local Offer. The SENCO liaises with the Parent Partnership Service to support and advise parents/carers in school.

## Identification and Assessment Arrangements, Monitoring and Review Procedures

### Definition of Special Educational Needs

A child is considered to have a Special Educational Need if he/she has a learning difficulty which calls for special provision to be made.

A child has a learning difficulty if:

- He/She has a significantly greater difficulty in learning than the majority of children at the same age.
- He/she has a disability, which either prevents or hinders him from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA.
- Are under compulsory school age and fall within the definition (a) or (b) above or would do so if special educational provision was not made for them.

Section 312, Education Act 1996

The school system for regularly observing, assessing and recording the progress of all children is used to support our children who may have additional needs.

These include:

- “on entry” data provided by parents/carers or outside agencies
- progress measured against EYFS descriptors and development matters
- observational information summative and formative
- existing IEPs where appropriate
- observations/reports from multi-agency professionals involved with children
- assessments by a specialist service such as educational psychologist
- information from other establishments who may have identified additional needs

### Identification of Special Educational Needs

#### Graduated Response

When a Key Worker or family group leader has concerns about a child’s progress they will discuss these concerns with the SENCO support. Concerns will be raised if the practitioner’s observations and assessments show that a child is not making adequate progress, taking into account that not all children progress at the same rate. The SENCO support will also seek a copy of the child’s Two Year Old Progress Check either from the parent or previous setting. These concerns will then be shared with parents, additional information sought from home and a joint decision taken with the SENCO as to whether the child has additional educational needs and what level of support to initiate.

### **Wave 1 Intervention**

At this stage the SENCO support will guide the child's Key Worker to differentiated learning opportunities. The child's progress will be closely monitored by their family group leader and be reviewed half termly with the SENCO support and termly with Parents, if they begin to make good progress with this minimal level of intervention. If concern about a child's progress continues, then parents will be invited to discuss moving their child to Wave 2 and to the child being placed on the Special Educational Needs Register.

### **Wave 2 Group Intervention**

If differentiated teaching at Wave 1 does not impact on a child's attainment or if assessments show that they are significantly behind their expected stage of development in one or more areas of the EYFS, then in partnership with the parents/carer, the child will be placed on the SEND register at Wave 2. The SENCO support, family group leader and parents will complete a Group Intervention plan for the child.

### **Reviews at Wave 2**

Regular meetings will be held every 10 weeks, when staff and parents will be able to contribute to discussions about the child's achievements. During these meetings consideration will be made to the level of progress the child has made and the impact of the support given. The Key Worker will provide evidence to show whether the child's targets have been achieved in the form of assessments, examples of work or observations. If it is felt that this level of support needs to continue, then the SENCO support and parents will plan new targets and teaching strategies to be identified on another group intervention plan. If a child begins to make expected progress for their age/stage then they will be removed from the SEN register and closely monitored for a term by their family group leader. If we feel that the child is not beginning to make good progress with Wave 2 intervention then, in conjunction with parents, we will look to move the child towards Wave 3. In order for this to happen, permission from parents for a referral to the EY SEN team will be sought and a consultation held involving parents. If all agree, then the child will be supported at Wave 3.

### **Wave 3 Intervention**

In collaboration with the Early Years SEN Inclusion Team and parents a child may be placed at Wave 3. At this level of support agencies will work in partnership with the setting and parents to advise, assess and monitor progress and support provided to the child. During individual intervention reviews all agencies will contribute to target setting and teaching strategies.

When a child is identified as having learning difficulties at Wave 3, they will receive additional one to one / small group support from a member of the SEN team, either at group time or child initiated time. They may also be withdrawn for short periods of time for specialist teaching in a quiet area of nursery. The level of support provided for a child is dependent on their level of need and the availability of human resources within nursery.

The plan will detail two or three short term targets for the child and the strategies will be additional to or different from those provided as part of the normal curriculum. The targets will be Specific, Measurable, Achievable, Relevant and Time bound and they will support the child's Communication and Language, Physical and Personal, Social and Emotional Development. Targets will also be written in liaison with any other agencies who are involved such as Speech and Language. The SENCO support and Key Workers will plan the support and provision for each child at Wave 2 in accordance with the child's targets and discuss this

with the parents. Intervention strategies may include: different learning materials, group support or access to support services.

The Key Workers will monitor the child's progress and keep records of the child's achievements in the SEN Intervention folder working folder. This evidence will be used to inform parents and SENCO support when reviewing the child's progress every 10 weeks.

### **Reviews at Wave 3**

The progress of pupils at Wave 3 will be reviewed every 10 weeks. The SENCO support will liaise with the SEN and Inclusion Team teacher and Family group leader then meet with the child's Parents/Carers to celebrate achievements, discuss progress and discuss next step targets, if needed. If a child begins to make good progress they will return to Wave 2 group intervention.

## **Education Health and Care Plan, Single Assessment of Needs (EHCP)**

If at Wave 3 intervention, a child does not begin to make good progress after three Early Responses, even with the support of outside agencies and the Nursery feel that they are unable to meet the needs of the child within their Local offer, then the decision to seek additional support from the Local Authority may be taken in conjunction with the parents agreement and agencies involved. The decision to seek an EHCP will be made following discussions with the parents, Early Years SEN Team teacher and the school's Educational Psychologist. The SENCO support will complete and submit the single assessment paperwork.

### **EHCP**

Once an EHCP has been written for a child, the SENCO support, parents and other agencies involved will continue to write Individual Intervention Plans based on the targets and support written within it. These short term targets will be reviewed every 10 weeks and the planning, reviewing and monitoring process as for the Wave 3 will be applied.

### **Additional Nursery-Based Support**

When a child is identified as having additional special educational needs either at Wave 2 or Wave 3, they will receive additional support. The SENCO support and Key Workers will plan suitable programmes of support for each child. The SENCO support will monitor the teaching strategies used to support each child. In the main these children will be supported as part of their child initiated learning, this is a time when their interests can be used and when they are most actively engaged. This support may be given as part of small group intervention or on a one to one basis. During adult led activity times, children may be supported individually or in small groups depending on each child's needs. The SENCO support and Key Workers will review the suitability of this level of support for each child and it will be adapted where appropriate.

## Parental Involvement

The nursery actively seeks Parental involvement and encourages Parents/Carers to attend review meetings to celebrate their child's successes and progress. To demonstrate Parents/Carers involvement the SENCO support will ask them to sign their child's individual education plan. Where the school is unable to obtain a Parent/Carers involvement in meetings regarding their child, records will be kept in the pupil's profile to show that efforts have been made by the school to make contact. These efforts will include letters and verbal discussions.

We value the role Parents/Carers have in supporting their child's development and progress. We believe that Parents/Carers can provide the school with valuable information about a child's previous experiences and support a child's development by putting strategies into place within the home.

## Monitoring

Family group leaders and the SENCO support monitor the progress of children who have been identified as having special educational needs. Regular meetings will be held fortnightly with the SEN team to discuss identified children's progress and the impact of interventions. These discussions will inform Intervention plan reviews for each child every 10 weeks. In addition to these monitoring meetings the SENCO support will also measure the effectiveness of the SEN provision through teaching observations, collating and analysing pupil assessments and discussions with parents.

## English as an Additional Language

### **Pupils with EAL**

A child is not considered to have special educational needs solely because they have English as a second language. Where a child, who has been identified as having a special educational need, also has English as an additional, support will be sought from the Early Years SEN and Inclusion teacher.

Deb Baker  
EAL-SEND Teacher Advisor  
Wolverhampton EAL/New Arrivals Advisory Team  
September 2018  
01902 554234

### **Liaising with Parents with EAL**

Where difficulties are encountered when communicating with parents/carers who have English as an additional language the SENCO support will make arrangements for support to be provided for parents/carers either from school staff who have experience of the home language or from the LEA.

## **Support Services**

Educational psychologist visits regularly and has arranged a timetable following discussions with Head teacher and SNEYT

The LEA Special Needs Early Years Team provides regular support and provides in service training, shares resources and gives specific information and support to staff and parents/carers

Access to multi-agency professionals supports both children and parents/carers through signposting into a range of children's centre services.

Sensory impairment team and behavioural specialists are available in relation to children who may have visual disorders and/or behavioural difficulties..

Other outside agencies often involved with our children with additional needs include:

- Social Services Dentists Health Visitors Paediatrician
- Speech Therapists Occupational Therapists
- Parents/carers are consulted if any outside agency is involved.

## **Links with other schools/transition to feeder schools.**

Nursery staff meet regularly throughout the year with our main feeder school. A programme of meetings includes opportunities for staff to shadow each other in both settings, share information and monitor children's progress. Concerns about particular needs of children will be discussed at a final meeting in school year prior to children leaving the nursery.

Class teachers of the feeder schools receive the children's portfolios. If there are any problems the Head teacher will arrange a meeting to discuss the needs of child and family on request.

## **Arrangements for SEN and Inclusion Training**

All staff in the nursery and children's centre have access to professional development opportunities and are encouraged to access a range of opportunities with particular reference to special needs. In house specialist and inclusion training is provided through staff meetings/twilight sessions.

## **Resources**

### **Resources and Funding**

In many cases the school is able to cater for pupils needs using general teaching and learning resources. Funding is provided from the school's budget to purchase additional equipment and resources that are required for specific teaching programmes. Information about the level of funding provided in each financial year is detailed in the school's budget and Governor's Reports.

### **Access to Nursery school and Children's Centre**

Low Hill Nursery School & Children's Centre is housed on a single site. The nursery school is a well-established mainstream nursery school, the children's centre opened on a newly built site two years ago. The site is on one level accessed from one main entrance. The site is suitable for wheelchair access, all children's rooms can be accessed by wheelchairs.

There are two showers; one in the nursery and one in the adult's toilet area in the children's centre both accessible by wheelchairs. There are laundry facilities within the baby room in the children's centre. A disabled toilet for adults is situated in the reception area and a disabled cubicle is situated in the nursery school toilet area.

Our nursery school and children's centre has good lighting and safety arrangements. We have designated areas offering reasonable acoustic conditions i.e. carpeting, curtains, sensory room, quiet areas.

Children requiring support due to impairment will be provided with any additional equipment needed.

### **Access to Learning**

Low Hill Nursery School & Children's Centre ensures that all children have access to a broad balanced holistic curriculum built around the needs of the child. (No child will be excluded from any learning experience due to any impairment or learning difficulty unless it is clearly of benefit to that child and leads towards inclusion).

Learning opportunities will be absorbing, challenging and reflect the needs of the child taking into account individual children's learning styles. Children with sensory or mobility impairments or a specific learning difficulty may need ICT resources to support their learning.

### **Disability equality**

PSED is an important part of EYFS at Low Hill, we will celebrate diversity in all its forms helping the children to understand that positive images and role models are important.

Children are encouraged to use simple Makaton signs in group time and circle time. Books and artefacts that reflect a range of additional needs, and come from a disability equality perspective are evident in the reading area and in role play activities.

We are very aware of the impact of language on young children. We work with the children to understand the impact of the words they use and discourage children using unsuitable words, using simple terminology to explain.

We have a number of children with communication difficulties and on-going training opportunities are provided. Observational assessments indicate whether further specialist support is required. All children receive speech/language assessment on entry to nursery. Referrals to speech therapy are made if appropriate.

### **Working with disabled parents/carers**

Low Hill Nursery School & Children's Centre recognises that we may have a number of parents/carers with additional needs which may be physical, emotional or they may themselves have learning difficulties. We work very hard to ensure all our parents/carers are fully included in parent/carer activities. We offer interpreters through the children's centre services for our deaf parents. We ensure regular telephone contact is available for our deaf parent, if required we send letters home in large print and ensure all parents can access all relevant information.

Each year we review our SEN and inclusion policy analysing a range of data to help us plan for future provision at the same time setting new targets for improvement. We look at attendance, behaviour and how well our children with additional needs progress through the

EYFS curriculum. The Head teacher ensures this information is shared with parents/carers and governors in her annual report.

The Head teacher regularly updates the governing body and shares information with SEN link governor who joins staff for inset days and courses concerning special educational needs.

Whole school monitoring and evaluation procedures include SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

### **Dealing with complaints**

If a parent wishes to complain about the provision or the policy they should in the first instance raise it with the nursery teacher/centre manager. If the issue cannot be resolved, parents/carers can submit a formal complaint to the Head teacher. If parents/carers are not satisfied then the Chair of Governors should be Informed.

The SEN policy incorporates our Accessibility policy arrangements which was written in compliance with paragraph3 of schedule 10 of the Equality Act 2010

Signed:

Print Name:

Date:

Date Approved by Governors:

Chair of Governors Signature: