



SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

June 2019-20

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

Rationale:

Low Hill Nursery School 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.

Low Hill Nursery School 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, with wellbeing at the centre of everything we do. We will respond to the individual needs of children, providing learning opportunities, which take account of their varied life experiences, their interests and abilities.

Low Hill Nursery is proud to be a Wellbeing School and the wellbeing of our families are at the centre of everything we do. We provide a safe, trusting and non-judgemental environment for all our families. We will strive to eliminate prejudice and discrimination, and to develop a supportive and secure environment where all children can flourish and feel safe.

Through this policy we have the processes in place to ensure the needs of all our children are met and that we maintain good relationships with outside agencies. As a school we share an ethos of inclusion and all staff are skilled and feel confident and competent to work with children who need additional support.

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 an 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
- Children with medical needs

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 are unique and learn in different ways and may work at different stages. We acknowledge that there are many factors affecting achievement. At Low Hill Nursery school/children's centre we aim to identify specific 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 sees the inclusion of children identified as having additional needs as an equal opportunities issue, we also model inclusion in our staffing policies and through our 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 have a disability 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. He/she 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 he/she will ensure that all who teach the child are aware of this. He/she 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 Practitioner /Family Group Leader

The Early Years Practitioners have responsibility for carrying out the daily provision for children with SEN as directed and supported by the SENCO. They will liaise with the SENCO, 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 Practise 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.

Support for parents

We offer a range of workshops and coffee mornings for all our parents, these can be focused on specific strategies or activities for the children but also support for their own wellbeing. We run 'Charge Up' sessions for parents which helps parent understand their emotional wellbeing and mental health, the sessions are designed to help people to self-regulate.

For our parent carers we offer coffee mornings for parents who are carers and invite the Carer Support team to talk about benefits and incentives that parents can apply for. These

include registering for a carer emergency card and also a MAX card which entitles carers to discounts of many outings and activities.

Contact details:

Anne Draisey
Carer Support Worker
Tel. Office: 01902 555926
Tel. Mobile: 07469 410520

When we have whole staff training on Makaton, PECs or any other appropriate training, we invite those parents who would benefit, to come along and learn so that school and home are working together using the same approaches.

Wolverhampton Information, Advice and Support Services (WAISS)

The school provides information about this service which is available to support parents. Leaflets and flyers are displayed on the notice board and given to parents where appropriate through TAC meetings and consultations. Parents can subscribe to a newsletter on the website details below.

Contact details:

T: 01903 556945

E ias.services@wolverhampton.gov.uk

W: www.wolvesiass.org

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 Governors Reports. Inclusion funding can be accessed if recommended by SNEYS. The school can apply for a yearly Disability Access Funding payment for children who are in receipt of Disability Living Allowance. We use additional funding to provide extra adults to support and to purchase sensory equipment. We have a specialist room with an OMI touch floor and a variety of sensory resources. We also have a range of sensory equipment across all rooms in school.

Play Therapy

Low Hill Nursery School has a play therapist on site 3 days each week. Children are referred to this service in school. Further details can be found on the local offer or by visiting the school website.

Inclusive Provision – 'Sunflowers'

Low Hill Nursery has an inclusive provision for 10 part time places or 5 full time who are in Nursery or Reception. Places are allocated by the local authority for children who have an Education Health and Care Plan. The unit is inclusive, with children accessing the activities and resources on offer across the rest of the school, whilst supported by highly skilled and well trained adults.

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
- Assessment using the B squared assessment tool

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's support and termly with Parents. The aim is for the child to 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 below 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, family group leader and parents will complete an 'Assess Plan Do Review' (APDR) for the child.

Reviews at Wave 2

Regular meetings will be held approximately every 6 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 Special Needs Early Years Services (SNEYS) 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 SNEYS 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 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 Sensory; 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 and Key Workers will plan the support and provision for each child at Wave 3 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 accordingly. This evidence will be used to inform parents and SENCO when reviewing the child's progress every 6 weeks.

Reviews at Wave 3

The progress of pupils at Wave 3 will be reviewed every 6 weeks. The SENCO will liaise with the SNEYS 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.

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 and Key Workers will plan suitable programmes of support for each child. The SENCO 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 and Key Workers will review the suitability of this level of support for each child and it will be adapted where appropriate.

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 offer a high level of support to our parents.

Home School Links

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. Parents are always at the centre of everything we do. We understand the importance of the parents' wellbeing and we are understanding that acceptance of special educational needs can be an emotional journey. We always aim to take a sensitive approach and have a pastoral manager who can also offer help at home. There are many opportunities throughout the school year for parents to come into school and enjoy activities with their child. We also offer a number of workshops and training opportunities for families in school and during school holidays.

The pastoral manager in school is: Michelle Dudley.

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 an Educational Psychologist. The SENCO will complete and submit the single assessment paperwork.

We recognise that the process of completing an application for an EHCP is lengthy and can seem complicated and overwhelming. We signpost our parents to The Wolverhampton Information Advice and Support Service. This is based at the Gem centre, if parents wish, a colleague from this independent service can support the parent through this process. Support could include: visiting at home to look through paperwork and/or attending meetings with the parent.

EHCP

Once an EHCP has been written for a child, the SENCO, 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 term and the planning, reviewing and monitoring process as for the Wave 3 will be applied.

Managing Challenging behaviour

All staff are trained in Team Teach which is a positive handling intervention. This intervention is only used where there is a risk to the child, other people or damage to property. Further details are outlined within the promoting positive behaviour policy which is adhered to at all times. This is to ensure a consistent approach to managing behaviour. Where necessary a positive behaviour plan will be created in collaboration with the child's parents and other professionals involved. This will be based around observations to identify any triggers or motivations. We use the Star Proforma to assist with this and this can also be found in the promoting positive behaviour policy.

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 with the whole team where staff will discuss identified children's progress and the impact of interventions. These discussions will inform Intervention plan reviews for each child every 6 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 language, we will follow our policy and procedures with additional support in the child's first language where necessary.

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 completes assessments and offers advice following a referral made by Special Needs Early Years Services (SNEYS).

The LEA SNEYS 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, these may include:

Social Services; Dentist; Health Visitor; Paediatrician; Speech Therapist; Occupational Therapist; Physiotherapist; Inspire, Play therapist.

As a school we will liaise with any professional to ensure that we are following expert advice and to ensure consistency at home and school. Parents/carers are consulted before contact with any outside agency. We will also consult parents if we feel a referral to additional agencies would be of benefit to their child.

When several agencies are involved with a child we can arrange a Team Around the Child (TAC) meetings if parents would like this. Parents can choose who they would like to lead these meetings. All professionals involved with a child are invited along with the parents so that discussions are heard by all in one place, at one time. In these meetings we are able to set integrated outcomes for the child which everyone can support with. The meetings are usually held every term and can be more frequent if required.

Links with other schools/transition

Low Hill Nursery recognise the importance of transition from nursery to primary school. We liaise with local schools at the end of the year to plan as many opportunities as possible for children to visit their new school and to meet the teacher. Concerns about particular needs of children will be discussed prior to children leaving the nursery. Where a child has special educational needs a meeting is held and the child's new school is invited. This allows for information regarding specific needs to be shared with consent of parents. Additional transition needs can be planned here to including making transition books containing photos which will be helpful on those first days at the new school. Any interventions or strategies that are currently being used can be shared too in order to assist with a smooth transition. At the end of the year class teachers of the new school receive the child's electronic learning journey and data.

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. Additional training is provided by SNEYS team where this is required according to needs of the school. Staff attend external training offered at nearby specialist schools. The content is then shared to the whole team and put into practice. We are a Makaton school and everyone in school has been trained to use this Communication strategy. It is a standardised form of sign language. We hold regular refresher training which is delivered by Tettenhall Wood School. A number of staff members in school are trained in PECs and Elklan. A number of staff members are trained in Cool Kids and/or have completed training in sensory modulation.

Access to Nursery school

Low Hill Nursery School is housed on a single site. 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 laundry facilities within the staff kitchens. 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 has good lighting and safety arrangements. We have designated areas offering reasonable acoustic conditions i.e. carpeting, curtains, sensory areas and quiet areas.

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

Access to Learning

Low Hill Nursery School 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 which 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. We follow the guidance of the Speech Therapist and have adequate trained staff in school to implement interventions which could include PECs, Makaton or aided language display boards.

Working with disabled parents/carers

Low Hill Nursery School 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 where possible 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. Where appropriate, Parents can join with staff training days to empower and upskill them.

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 Head Teacher. 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 and the Complaints Policy process followed.

The SEN policy incorporates our Accessibility policy arrangements which was written in compliance with paragraph 3 of schedule 10 of the Equality Act 2010

Signed:

Print Name:

Date:

Date Approved by Governors:

Chair of Governors Signature: