

General Welfare Requirement: State here which EYFS Welfare Requirement this document relates to.

Using the EYFS Statutory Framework, quote here which area of the general welfare requirement this document relates to.



Inclusion and Special Educational Needs & Disability Policy

Policy statement

Hollyfield Preschool Nursery provides a welcoming, stimulating and secure environment where children, families, staff and volunteers from all backgrounds and cultures are valued.

We respect each other's rights, listening to all who use or setting and putting individual needs at the heart of our work. Our inclusive nursery community works together to promote equality, encouraging and supporting each person to develop to their full potential and have a sense of identity. We develop our children's curiosity and challenge them to achieve their best and become self-confident and independent learners.

This policy has also been revised to include compliance with social distancing guidance, showing how we communicate to staff and parents and to children in an age-appropriate approach. We are committed to safeguarding and promoting the wellbeing of all children and expect our staff and volunteers to share this commitment.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

Our Nursery Values 'SPARKLE'

S – We provide **Security** which enables **Self-belief**. This in turn makes each child feel **Special** which gives **Strength** of character.

P – **Practitioners** teach with **Passion** and support children in being **Playful, Persistent** and **Proud** learners

A – We help children to successfully **Adapt** to new environments and routines. This means children feel secure to **Actively Achieve** their goals.

R – Practitioners strive to have positive and open **Relationships** with all families who come to nursery. We support our children to be **Responsible** and **Resilient** learners

K – Our children are **Keen** learners who show **Kindness** to all around them with support from our positive behaviour systems. Children are **Knowledgeable** about their rights and help each other to stay safe as well as express their feelings.

L – Our **Leadership** is robust and fosters a **Loving** environment both for practitioners and children to have a **Love for Learning**

E – We ensure **Equality** which supports **Empowerment** in taking steps in our own learning. Children and staff are **Enthusiastic** and **Eager** to keep learning

The UN Convention on the Rights of the child

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC) Children's rights are:

UNIVERSAL – Rights are for all children all over the world

INHERENT – All children are born with these rights

INALIENABLE – Rights cannot be taken away

UNCONDITIONAL – Rights do not have to be earned

INDIVISIBLE – All rights are equally important

Article 2: Non-discrimination-

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3: Best interests of the child-

The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 8: Protection and preservation of identity-

Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

Article 12: Respect for the views of the child-

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13: Freedom of expression-

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14: Freedom of thought, belief and religion-

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Article 15: Freedom of association-

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 19: Protection from violence, abuse and neglect-

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 23: Children with a disability-

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 27: Adequate standard of living-

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

Article 28: Right to education -

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29: Goals of education -

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30: Culture-

Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

Article 31: Leisure, play and culture -

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Principles

At Hollyfield Preschool Nursery we believe that all children are entitled to have their individual needs appropriately supported in order to participate fully at our school. Fully valuing the child will require changes where physically possible to the setting to accommodate and support children who have a wide variety of needs and this will involve all staff working in close partnership with parents and other professionals. **Our named SENCO is Donna Morgan** (Deputy manager and room leader of 0-3 room) who is responsible for co-ordinating the day-to-day provision of education for pupils with Special Educational Needs and Disabilities (SEND) and to work with all staff to agree, implement and review the SEND policy.

Disability policy works within the guidelines and inclusion policies of the Code of Practice (updated 2015), the Local Education Authority and other policies current within the nursery. 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.

The Education Act 2002

We believe that all children are entitled to have their individual needs appropriately supported in order to fully participate in the life of our nursery provision. All our key staff teach every child including those with SEND. As laid out in the SEND Code of Practice (updated 2015), “Early Years providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN”.

Staff work in partnership with parents and other professionals to ensure that:

Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage (EYFS). **We have a strong focus on outcomes for our children, not just hours of provision and support.**

The nursery should identify and plan for each child’s individual learning requirements and to provide additional support for children with Special Educational Needs (SEN) in order to allow them to make the best possible progress.

- We have regard for the DfES Special Educational Needs 0-25 years Code of Practice 2015. On the identification and Assessment of disability and SEN, and to provide and welcome with appropriate learning opportunities, for all children. Parents and other adults with special needs will also be catered for.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We monitor and review our policy, practice and provision and, if necessary, adjust support for children and adults who have a SEN and/or disability within the setting.
- To commit to using a Team around the child/family approach when working with parents/carers/other agencies to meet the needs of an individual child.
- To adhere to the current legislation for Early Years Children with SEN and/or Disability and to the conditions for Early Education Entitlement as specified by the Birmingham Authority.
- To challenge inappropriate attitudes and practices.
- To promote diversity and differences and encourage children to value and respect others

The role of the SENCO is to:

- Liaise with parents/carers to offer support and advice and to ensure that their insights inform any decisions made about their child.
- Liaise with the Area SENCo and Lead Practitioners regarding children with SEND.
- Liaise with other professionals and outside agencies to support the needs of our children.
- Advise and support other practitioners in the setting.
- Coordinate appropriate training to support the professional development of staff.
- Ensure that the “graduated approach” with 4 stages of action (assess, plan, do and review) is adopted and maintained.
- Ensure that background information is collected, recorded and updated.
- Take the lead in further assessments of the child’s strengths and weaknesses and to guide future planning to meet the child’s needs.
- Ensure that appropriate records are kept for children requiring ‘SEN Support’ and that these records are updated and maintained.
- **To liaise with the Area SENCo Team to begin the process of an Education, Health and Care (EHC) Needs Assessment and plan, where necessary.**
- To co-operate with Birmingham Local Authority to carry out “needs assessments” of SEND children in the development and review of their EHC Plans.
- Ensure that transition to another setting is planned and that children with SEND and their families are fully prepared.
- It is the responsibility of the SENCO to ensure that appropriate Increased Differentiation/ SEN Support/ES (Early support) and EHC (Education, Health and Care) Plans are in place, monitored and reviewed. (SEN Cop 2015, p88 5.55)
- The SENCO will work in conjunction with the setting-based Behaviour Co-ordinator (BeCo – Lindsay Beech)

Special Educational Needs & Disabilities (SEND) - Identification and Assessment

Children and young people with SEN may need extra help because of a range of needs.

The 0-25 SEND Code of Practice (Sep 2015) sets out 4 areas of SEND:

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

Some children may have SEND that covers more than one of these areas. At Hollyfield Preschool Nursery we identify the needs of the pupil by considering the needs of the whole child

not just the special educational needs of the child. Systems of observation and assessment are routinely used. When these raise concerns, we use a graduated approach to action and intervention. Once a potential special educational need is identified, four types of action should be taken to put effective support in place – **Assess, Plan, Do, Review** – this is the graduated approach called SEN Support

Assess: The child's difficulties will be assessed so that the right support can be provided.

Observations, development checklists and curriculum-based assessments are used to gain additional information.

Plan: The staff, with parent involvement, agree the outcomes that the support is intended to achieve and how the child will benefit from the support. (During Covid-19 many meetings will take place over zoom rather than face to face)

Do: Hollyfield Preschool Nursery will action the planned support. The child's Key person will remain responsible for working with the child in order to ensure progress, but the SENCO and any specialist staff involved will work closely to track progress and effectiveness of support.

Review: The support received will be reviewed in line with the time agreed in the plan to see if the intervention enabled the child to make progress and to consider alternative interventions/action.

At Hollyfield Preschool Nursery a SEND support plan will be written for children who are identified as needing SEND support and this will include the desired outcomes for the child and how this will be achieved within the setting. This plan will be written, monitored and reviewed in consultation with parents/ carers at least once a term.

If a child continues to make little or no progress, despite support being provided that is matched to the child's area of need, we will consider involving specialists, including those from outside Agencies.

If a child has more complex needs it may be considered that they require an Education Health and Care Plan (EHCP). The local authority must conduct an assessment of education, health and care needs and prepare an EHCP. Hollyfield Preschool Nursery staff will support and advise parents through this process as appropriate.

Progress Check at Age Two

The progress check at two is described in Section 2 of the Statutory Framework for the Early Years Foundation Stage (2012). This must reflect the child's strengths as well as identifying any

areas where the child's progress is slower than expected. If there are significant concerns (or identified SEND) practitioners should:

- Develop a plan which should identify the child's progress, strengths and needs at this age in order to promote positive outcomes in health and well-being, learning and development.
- Generate information which can be used to plan services and contribute to the reduction of inequalities in children's outcomes

Staff Responsibilities

In our nursery the child's primary support will be from the key persons who will liaise with other staff including the SENCO. Provision for children with SEND is seen as a matter for everyone in the setting. All staff need sensitivity, knowledge and awareness of the specific and individual needs of children to give consistency and continuity of care. The settings manager is responsible for appointing a setting based SENCo and to support the SENCo to effectively fulfil their role.

All staff are aware of the procedures for identifying, assessing and making provision for children with SEN, in line with the SEN code of practice (2015). All staff fulfil their duty to not treat disabled children 'less favourably' and to 'make reasonable' adjustments in line with the Equality Act (2010)

Training

Hollyfield Preschool Nursery works within and adheres to EYFS (2020) National Guidelines regarding minimum child/staff ratios. These ratios will also be increased where and when it is felt necessary. This will be discussed with the nursery manager (Lydia Enefer) and she will then decide the appropriate action.

A referral to the Area SENCO Team will be made where 1:1 support may be needed. The referral will be completed by the setting based SENCo.

Staff require knowledge to include children successfully. Training will be arranged when needed which is targeted towards meeting the needs of children in the setting. Training, wherever possible, will be for the whole staff but will also be on an individual or small group basis with provision for feedback and sharing information and expertise.

SEND meetings between the SENCO and Key workers ensures information and knowledge is exchanged regularly and a discussion of SEND is on staff meeting agendas, ensuring that all staff are up to date on individual needs.

The setting SENCO accesses relevant training including that delivered by the Area SENCO Team and keeps up to date with current legislation, initiatives and requirements.

Admissions

As a setting which is seeking to be inclusive and non-discriminatory, children with SEND will be welcomed and admitted according to the same policy as all other children. We may need to support the child with staggered start and finish times to support with initial settling in and longer parental supervisions in accordance with the individual child's needs.

According to current legislation, all Early Years providers must "not discriminate against, harass or victimise disabled children, and they must make reasonable adjustments to prevent them being put at a disadvantage" (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. This forms part of the flexible adopted approach through consultation with parents prior to admission, agreed settling in procedures and ensuring the setting is ready to successfully include the child.

Working in Partnership

All staff acknowledge the importance of the role of parents and the contribution they make as their child's first educators. We are uniquely placed to build on informal opportunities for contact and to ensure regular formal communication to support the needs of the child.

Close and strong partnerships with parents will ensure that parents/ carers 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 a child is educated.
- Have access to information, advice and support during assessment and related decision making processes about special educational provision (SEND Code of Practice 2015).
- a positive partnership. (See Parental Involvement Policy)
- We provide parents with information on sources of independent advice and support.
- An independent service that provides neutral accurate information for parents on all SEN procedures as set out in SEN legislation and the Code of Practice
Telephone 0121 303 5004, email: sendiass@birmingham.gov.uk
- We work in partnership with parents and other agencies including therapists, health visitors, social workers, and paediatricians, Child Development Centre, Early Support, Early Support Service Teacher/Assistant to meet individual children's specific needs. Parental permission will always be obtained before contacting any of these outside bodies.
- With parental consent Hollyfield Preschool Nursery has a commitment to make appropriate referrals to outside agencies and has a good knowledge of local Children's Centre Services, training and referrals to Family Support. **Our local Children's Centres are based at the following schools: Mere Green Combined and Holland House, all of which we have close links with.**
- Where consent is not given the manager will take the decision as to whether the setting can continue to meet the child's needs.
- Written records of conversation/information are shared with parents and kept.
- The setting SENCo is advised by the Area SENCo as to appropriate referrals and available support from other professionals/agencies.
- The setting works with/shares information with outside agencies involved with the child and staff are committed to act on advice given as part of the 'team around the child/family'.
- Written records of conversation/information are shared with outside agencies and are kept in a secure place.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education
- There should always be a free flow of necessary information between the setting, parent and any outside agencies.

- The Family Information Service (FIS) is the contact point for any information relating to families with children.
Tel: 0121 303 3521 email familyinformation@birmingham.gov.uk
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.

Curriculum, Learning Environment and Resources

Practitioners will provide relevant learning and development opportunities and set realistic and challenging expectations that meet the diverse needs of children. For all children to access the EYFS Curriculum, observation-based planning will take place that acknowledges each child's learning requirements and style. **For children with SEND, the focus should be on identifying and removing barriers to learning and supporting children with their difficulties.** This is achieved through **quality first teaching** where teaching and learning experiences are differentiated within our curriculum. Children with SEND may be supported through one to one work, Early Years Support Plans, Education & Health Care Plans, Inclusion Support Early Years Workers, visual resources, pre-tutoring with language used for planned activities, choice boards and visual timetables. Children with identified communication and language needs may be referred to Speech and Language and will be supported through a language intervention group, symbols and Makaton.

Resources

Resources are used flexibly, and some equipment is borrowed through support agencies where necessary. Additional equipment may be bought to meet individual needs, from the nursery budget. Resources linked to individual targets can be sent home to provide continuity between home and nursery.

Learning Environment

Furniture and equipment are laid out and available space used to support learning, promote confidence and independence. Risk assessments are undertaken, and checks are made on a regular basis. The advice of outside agencies is sought in particular cases, to ensure the learning environment is suitable and adjustments are made accordingly.

Facilities

As a setting we may need to provide certain adaptations and or specialist equipment to address individual needs. However, the Disability Discrimination Act (1995) and the Equalities Act (2010) places a legal obligation on all service providers to make reasonable adjustments.

To ensure full access for parents, carers, staff and children, regular audits may demonstrate our need to consider changes to:

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

Hollyfield Preschool Nursery was built in accordance with the requirements set out in the Equality Act (2010). At Hollyfield Preschool Nursery, disabled access is available through both entrances and a lift is provided in order to access the upstairs room. Compliance with Equality Act 2010-reasonable adjustments. Disabled parking can be found on the school car park, which can be accessed through automatic gate entry system. You will need to notify the management if you require disabled parking access, as permission must be gained from the Hollyfield Primary School. The nursery will endeavour to provide small resources and borrow large equipment if necessary. Within the limited space, the nursery will be as flexible as possible. Differentiation is part of everyday planning.

Identification & Assessment Consent, Confidentiality & Record Keeping

- We have systems in place for supporting children during Increased Differentiation, SEN Support, Early Support Plan and Education, Health and Care Plan.
- All children are regularly observed and assessed in line with the current EYFS.
- A child will have an individual plan to address their needs. (Record of Increased Differentiation/SEN Support /Care plan/Behaviour plan).
- When planning to meet an individual child's needs, the needs of all other children in the setting are considered.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, considering their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We provide training for parents, practitioners and volunteers through the Area SENCo Team.

- We raise awareness of any specialism the setting has to offer, e.g., Makaton trained staff.
- Further information for parents on the SEN CoP is available on request. Parents to speak to the setting Senco or the child's key person to obtain this information.

We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g., Individual Education Plan reviews, staff and management meeting parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.

The Local Offer

At Hollyfield Preschool Nursery we may also access the 'Local Offer' to see what help is available. The Local Offer published by Birmingham Local Authority identifies education, health and social care services provided for children with SEND which can be found at www.birmingham.gov.uk/localoffer The Local Offer (SEND Code of Practice 2015) reflects the changes to Section 19 of the Children and Families Act (2014) which makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to: The views, wishes and feelings of the child, and the child's Parents/Carers.

The 2015 Code of Practice has a clear focus on the child expressing their views. At Hollyfield Preschool Nursery, we encourage children to make regular choices daily, to express their views and to be listened to. Parents and carers are fully included in decisions about their children. They are invited to regular meetings to discuss and review their child's progress or share concerns regarding their child.

Parents are informed, prior to induction, who the setting SENCO is and are invited in to discuss their child's transition into the setting. This meeting may also include any other professionals involved with the child. We respect the confidentiality of the child and family. Records are stored and information is shared where necessary, with parental consent. We always respect the confidentiality of the child and family and consent is sought to share information.

Links with Support Services and external agencies

Successful partnership with other agencies is in the best interest of the child. At Hollyfield Preschool Nursery we are committed to working with support services and external agencies to seek expertise and share information. Some of the professionals we work with include:

- Educational Psychologists
- Specialist Support Services, including the Communication and Autism team, Sensory support Team, Physical support services.
- Speech and Language Therapists Physiotherapists
- Child Development Centre
- Practitioners from other settings
- Outreach services

Parents and carers will be fully consulted, and consent obtained before children are referred.

Record keeping and confidentiality/consent

- All records relating to the child's additional needs are held in a 'Record of Additional Support' (RAS). This record is held securely and will be shared with parents on request. Parental consent is obtained to share any of this information with other relevant agencies.
- Working documents such as Record of increased differentiation and SEN support plans and monitoring records are accessible to staff in the learning environment but are anonymous.

- Written parental consent is sought to liaise with subsequent receiving settings and to transfer relevant paperwork from the RAS (Record of Additional Support) when the child moves to new settings or school. This is to ensure the best possible transition for the child and family.
- The setting retains a copy of SEN and /or Disability records before passing them to subsequent settings and this copy is kept for 25 years in line with local authority recommendations.

Transition

- The transition of children with SEN and/or Disability is coordinated by the SENCO and includes the sharing and passing on of records with parental consent.
- The setting seeks to plan for transition with staff in the receiving room/subsequent Early Years setting or primary school to ensure the child is prepared and their needs continue to be met.

Complaints Procedures

The nursery will encourage parents to resolve any concerns or issues with the setting SENCO and/or the manager of the setting.

We provide a complaints procedure.

- Parents may wish to consult the SEND Information Advice Support Service (SENDIASS).

Monitoring & Reviewing This Policy

This policy is embedded in the daily practice within Hollyfield Preschool Nursery and as such, is a working document which can change over time through staff discussion. The SENCo will be responsible for leading the annual review of the policy, keeping up to date with current legislation/guidance.

Links to other policies and documents

- [Accessibility Plan](#)
- [Safeguarding and child protection Policy](#)
- [Behaviour Policy's](#)
- [Equal Opportunities policy](#)
- [Intimate Care Policy](#)

Legal Framework

Special Educational Needs and Disability Act (2014)

Special Education Needs Code of Practice (2015)

Equality Act (2010) and (2014)

The Children's and Family Act 2014 (CFA)

Children Act (1989) and (2006)

SEN and Disability Code of Practice (2015)

This policy was adopted at Hollyfield Preschool Nursery's Staff meeting in June 2012

Updated – Sept 2020

Date to be reviewed – September 2021

Signed on behalf of the management team –

Name of signatory –

Role of signatory -