

Inclusion Policy incorporating SEN Policy Revised and updated February 2019

At Bolnore Village Pre-School we believe in promoting equal opportunities for everyone and value diversity in children, parents, carers, staff, visitors and all others we come into contact with.

We believe that all children have an entitlement to equal access to a broad, balanced, relevant and differentiated curriculum. Staff strive to ensure that all children develop self-

The purpose of this policy is to ensure that there is a whole school approach to inclusion and special educational needs and disability within our Pre-School setting. This includes early identification, provision and monitoring in conjunction with parents/carers and the children themselves, and the support of all Pre-School staff in meeting the individual needs of all children.

The policy makes reference to and adheres to the current and relevant legislation and regulations of:

The Children and Families Act 2014

The Equality Act 2010

The SEND 0-25 Code of Practice 2014

The Statutory Framework for the Early Years Foundation Stage 2014

The Special Educational Needs and Disability Regulations 2014

Aims:

Our primary aim is to provide an enjoyable and challenging age-appropriate learning environment that reflects a wide range of interests and abilities and that promotes and values diversity and difference.

Our Early Years practice is guided by the **4 principles** that:

- Every child is a **unique child**
- Children can be resilient, capable, independent and confident learners through engaging in **positive relationships**

- **Enabling environments** encourage children to learn and develop through provision of experiences that respond to individual needs and interests.
- **Children develop and learn in different ways and at different rates.**

We are committed to the inclusion of all children and parents/carers within our Pre-School and will seek advice and suitably appropriate resources to ensure that inclusion is effective. We will therefore:

- Ensure that the environment is an enabling one, where children are able to learn and develop through planned purposeful play and through a mix of adult-led and child-initiated activity and experiences, which respond to individual's emerging needs and interests and are guided by warm, positive interactions (Statutory Framework for EYFS, 1.8, DfE, 2014).
- Reflect on the different ways that children learn, focusing on the 3 Characteristics of Effective Learning- playing and exploring, active learning, and creating and critically thinking to understand and evaluate how children engage in their own learning.
- Encourage children to recognise their own unique qualities and the characteristics they share with other children.
- Work with families to ensure that individual information is gained for each child about such things as family customs and beliefs, home language, dietary requirements etc in our All About Me induction fact packs.
- Provide stimulating resources, relevant to all the children's cultures and communities which allow for rich learning opportunities through play and playful teaching. Where high achievers are identified, additional resources will be sought to enable those children to extend their learning and develop to their full potential.
- Ensure that all children have full access to the playful opportunities offered within the setting, using careful planning of the environment to enable children to be independent, and to encourage them to be capable and confident in making choices about their learning.
- Endeavour to obtain suitable equipment to enable those with physical disabilities to be correctly supported and therefore able to access and participate fully in all activities.

- Promote an anti-bias curriculum to actively challenge any negative feelings towards and stereotyping of others. This will be partly through using dolls, puppets and books to tell stories which help children to question their own feelings and views and to promote a sense of justice and fairness.
- Challenge negative comments from both children and adults.
- Provide a range of equipment such as dual language books, home corner equipment which reflects a range of home cultures, puzzles and small world toys to replicate the diverse society in which we live.
- Celebrate a wide range of cultural festivals using appropriate teaching materials.
- Writing notices in a variety of community languages.
- Ensure that each child receives individual adult support and attention through our high adult to child ratio and the use of the key person approach (Statutory Framework for EYFS, 3.28 -3.30 & 1.10, 3.27 DfE, 2014).
- Establish and sustain supportive and collaborative working relationships with wider professionals, such as portage workers, paediatricians, speech and language therapists, health visitors and early years advisory teachers, in order to meet children's individual needs.
- Monitor children's progress on an individual basis through observations and ongoing assessments, utilising the 2 year old progress check, Next Steps and the Individual Profile Review. With parents/carers consent, we will provide evidence if a child is to be assessed for the purpose of an Education and Health Care Plan.
- Encourage staff to attend, wherever possible, in-service training on inclusion and special educational needs, and make provision for the setting's SENCO to attend regular SENCO/INCO network meetings

Admissions Policy

Bolnore Village Pre-School is firmly committed to the principles of equal opportunity and therefore welcomes ALL children regardless of ability, ethnicity, culture, religion, family background, gender, special educational need or disability. No persons including children, families or staff members are discriminated against. For further information please refer to our separate Admissions Policy.

Definition of SEN:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people may also have a disability under the Equality Act 2010'. (Early years: guide to the 0-25 SEND code of practice, DfE 2014)

Children's SEN tends to fall into one or more of the following broad areas of need and support:

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

Identification:

'The benefits of early identification are widely recognised - identifying need at the earliest point, and then making effective provision, improves long term outcomes for children'. (0-25 SEND Code of Practice, DfE, 2014)

Initial discussion with parents during the Home Visit helps staff to identify particular needs. During the child's first half term in Pre-School, staff use observation and monitoring tools to gain an overall picture of the child on entry. Parent consultations in the first term are used to discuss children's progress and share any concerns. Where concerns are highlighted further observations will take place and these will be discussed with the SENCo. This process also includes the 2 year old progress checks, where there is a particular focus on personal, social and emotional development, communication and language and physical development. A child's strengths are identified but if there is any area where progress is slower than expected, the SENCo will work closely with

parents and the child's Key Person, describing and implementing activities and strategies designed to address the concerns.

Children may join the Pre-School with previously identified needs and therefore it may be necessary to liaise with other agencies and professionals in order to access specialist training or funding to provide specialist equipment so that settling in and access to all learning environments and aspects of the curriculum is not impeded. This process involves the wishes and preferences of both child and parent/carer and exists to remove barriers to learning rather than impose them.

In line with the DfE 0-25 SEND Code of Practice, 2014, we use the **graduated approach** with **4 stages of action: assess, plan, do and review** when providing **SEN support** in the Early Years. Parents/carers and the child are involved in each stage (please see 'Partnership working and Provision' below) and where appropriate will reinforce the provision or contribute to progress at home. The **4-stage cycle of action is frequently revisited and reviewed** so that intended outcomes can be shared and ways to secure good progress regularly evaluated.

Partnership working and Provision:

Supporting children with SEN is child and family centred. At Bolnore Village Pre-School we listen to each other, share information and together co-produce the interventions that will target areas of difficulty whilst recognising a child's particular strengths and needs, thus supporting both the child and his/her family. The child's views are always taken into account.

However we do appreciate that for many parents the realisation that their child may have special educational needs can be difficult and worrying and so we endeavour to be supportive and build upon a solid foundation of positive relationships. There are opportunities for daily informal discussions between Key Persons and parents, or parents and the SENCo as well as termly consultation meetings.

The staff team, led by the SENCo will discuss strategies to help particular children as part of our on-going planning. Support for children will be given during activities chosen by the child but sometimes specific activities may be introduced by a supporting adult in order to help development in a particular area of learning. Additional staff may be employed to support individual children with specific and significant needs; these children will generally be those who are undergoing a multi-professional assessment of their needs.

The SENCo will liaise with individual Key Persons and parents to ensure that each child who has been identified as having additional needs has a One Page Profile and My Own Plan.

One Page Profile including My Own Plan:

These are drawn up in consultation with Key Persons, parents/carers and the SENCo, to include the child's voice, reflecting both the strengths and needs of a child and the areas where support is required. The profile and plan is a working document that is written by staff and the family to identify desired learning and development outcomes, with regular reviews to ensure progress is being made and that new achievable goals can be worked towards. At this time the SENCo will also provide parents/carers with relevant information regarding provision for children with special educational needs, including information to support parents, e.g Parent Partnership.

Multi-agency working:

'Where a child continues to make less than expected progress, despite evidence-based support and interventions matched to the child's area of need' ((0-25 SEND Code of Practice, DfE, 5.48, 2014), additional support can be sought from a range of specialists such as health visitors, educational psychologists, speech and language therapists or specialist teachers, for example a teacher of the deaf or visually impaired, in order to enable a child to make progress towards the desired learning and development outcomes. Other agencies that we often work with are Family Outreach Workers based in Children and Family Centres, Early Support and Early Years Advisory Teachers from the FIRST team as well as Portage. The decision to involve such specialists is taken with parents.

In some cases an assessment for an Education and Health Care Plan (EHCP) is made (please see later sections).

EYPARM (Early Years Planning and Review Meetings)

These are held each term and bring together a wide range of professionals from across the locality. Professionals refer children with identified needs and these are discussed to ensure that children are receiving the appropriate support and provision. The SENCo is usually asked to write a report when a child is due to be discussed and this report takes into account the parental view. Parents can see the completed report on request. The panel will decide on whether to recommend an educational psychologist to visit the child in Pre-School with a view to assessing them for an Education, Health and Care Plan (EHCP).

Education and Health Care Plans:

Sometimes, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a child, the child does not make expected progress, and it is then that the Pre-School can bring the child to the attention of the Local Authority with a view to obtaining an EHC assessment. Wherever possible this is done with the knowledge and agreement of the child's parents.

During the assessment process advice from relevant professionals about the child's education, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet identified need and achieve desired outcomes, is gathered. The Local Authority then decides if there needs to be special educational provision through an EHC plan, in consultation with the child's parents.

If an EHC plan is put in place, parents' will contribute towards deciding on the outcomes and supporting targets to achieve the desired outcomes. The EHC plan is reviewed annually and in the case of young children (under 5) should be reviewed more often (every 3-6 months) to ensure provision continues to be appropriate. Once again parents and children are fully involved in the process of reviewing progress and changing outcomes.

Transition:

The SENCo works hard to forge developing and sustainable working relationships with the schools in the locality and other professionals working with young children. There is an established network of liaison with teachers and support staff from other settings/schools to arrange visits with children and visits to children in their familiar learning environment. The SENCo arranges, coordinates and facilitates multi-agency meetings, which include parents, in order to ensure smooth transitions. Please see our separate Transition Policy where further information can be found on how Pre-School supports all children through a transition phase as well as those identified with SEN.

Role of the SENCo and INCo:

- To work with parents/carers and staff to produce, monitor and review the setting's SEN policy
- To set up, monitor and update the SEN register and keep up-to-date records for each individual child. The SEN register, wherever possible, will include current contact details for all of the external agencies that

have been, or currently are, working with the setting to support individual children.

- To contribute to formal assessment and reviews for children who have Education and Health Care Plans.
- To ensure that all staff are informed of current desired outcomes on a child's One Page Profile and My Own Plan, especially the Key Person, for each child on the register. This enables all staff to receive support from the SENCo in making observations and assessments to monitor progress. In addition, each Key Person will share information with the SENCo who will work closely with Key Persons to support staff in adapting the curriculum to meet the needs of disabled children, high achievers and children with special educational needs. The SENCo will support staff in employing strategies that have been designed to meet individual need and promote equality and inclusion, in order that each child can fulfil their potential.
- To identify and address staff training needs in relation to SEN as well as pass on any relevant up-to-date information about developments concerning provision for children with SEN via staff meetings.
- To establish and maintain effective working partnerships between staff and parents/carers.
- To liaise with external agencies to gain information, advice and support in relation to disability and SEN issues.

This policy will be reviewed annually (September 2015) to include parent/carer and staff views and any up-to-date national and local developments on SEN.

The setting's SENCo/INCo is: Fay Flude

Please note: Our local offer can be found on the Pre-School website - www.bolnorepreschool.co.uk/localoffer

Details regarding SEN and disability services and provision within the local area can also be found at

- <https://westsussex.local-offer.org/>
- http://www.westsussex.gov.uk/living/children_and_families/family_information_service.aspx and
- http://www.westsussex.gov.uk/living/children_and_families/children_and_family_centres_1/where_you_can_find_your_local/find_by_area/mid_sussex/haywards_heath_children_and_fa.aspx