



Rosemary Nursery School & Children's Centre

INCLUSION POLICY

Policy to support the inclusion of children with Special Educational Needs and Disabilities, and other additional needs within our setting.

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RATIONALE

At Rosemary Nursery School and Children's Centre we believe that all children are entitled to provision that reflects their unique characteristics, preferences and enthusiasms. We aim to identify all children's strengths and interests early on, so that we can provide inclusive play and learning opportunities for all. We welcome diversity, and plan learning opportunities to meet each child's individual needs and preferences, to ensure that children with Special Educational Needs and Disabilities (SEND) and other additional needs, have access to broad and balanced opportunities within the Early Years Foundation Stage curriculum.

We ensure that the Equality Act 2010, statutory guidance for schools (published March 2014) and the Special Education Needs and Disabilities (SEND) Code of Practice (published 2014) are implemented in our setting.

RESPONSIBILITIES

Key Person

- Each child has a key person who is responsible for keeping records on all of the children in their key group.
- If a child has additional needs, their key person and/or our Inclusion Leader will talk these through with the parent*/carer.
- Together with the parent and any other professionals involved in the child's care, the key person will draw up a personal learning plan (sometimes called Individual Education Plan or IEP) for the child.
- The key person is responsible for monitoring the child's progress towards targets in the IEP.
- Key persons ensure that all staff are aware of the individual needs of children in their group and how their learning can best be supported.

***the term 'parent' includes all significant carers, eg step parents, foster carers, adoptive parents, grandparents.**

LANGUAGE AND COMMUNICATION SUPPORT

We 'screen' all children to identify any who may have a language delay or difficulty. As far as possible, we carry out this language screening process in the child's home language as well as in English and Part 1 of the screening process is always completed with the parent.

Working with the parents, and interpreters as necessary, we aim to identify difficulties in early language development of all our children, whatever their home language. Where language or communication difficulties are identified, part of the additional support provided may include a focussed session for a small group of children. This language group takes place regularly, within the child's nursery session over a short period of time, concentrating on specific language targets.

PLAY THERAPIST

When successful fund-raising allows, the setting employs a qualified and experienced play therapist. She has been providing play therapy sessions at Rosemary Nursery School for ten years, through a variety of funding streams. Sometimes, through observations and discussion with parents, a child's key person knows that a child is having difficulties in aspects of their personal, social and emotional development. With the parent they may refer the child for a period of play therapy, when this is

available. Please see leaflet 'What is Play Therapy?' for more information.

INCLUSION LEADER

The setting has an Inclusion Leader. Their responsibilities include those of a SENDCO and are:

- To maintain a central SEND record.
- To create and maintain a SEND provision map for the whole setting.
- To ensure that appropriate Individual Education Plans (IEPs) are in place, monitored and reviewed, to analyse IEP outcomes, and produce a monitoring report annually.
- To be a channel of communication between agencies and to convene multi-agency meetings where necessary.
- To work in partnership with other agencies as appropriate in respect of the SEND or additional needs of any child in the nursery.
- To support practitioners in working in partnership with parents of children with SEND or additional needs, offering them information which is clear and accessible, and supporting them during their child's time in the nursery.
- To support practitioners in finding ways to enable children to engage fully in all aspects of the Early Years Foundation Stage ("Child's Voice").
- To identify training and professional development needs of support staff members in respect of meeting children's additional needs.
- To meet practitioners regularly to identify and action plan for the additional support needs of children in their key groups, intervening early.
- To support key persons and the head teacher in liaising with previous and next settings to ensure smooth transitions.
- To identify where a child's needs meet the criteria for a statutory assessment for an Education, Health and Care Plan (EHCP) and to make a request to the local authority for this process to begin.
- To identify children who meet the criteria for early years SEND funding and to submit requests for funding.
- To ensure that children's additional needs are met as well as possible, including by monitoring their access to, and the quality and appropriateness of, resources and reporting any resource needs to the head teacher and Governing Body.
- To produce an annual SEND report to the governors, outlining the progress and achievement of pupils with SEND, support in place and next steps.
- To meet with the appointed SEND governor at least annually to update on inclusive practice

in the setting and to ensure an overview of needs and provision.

SENDCO ASSISTANT

In 2019-20, we are developing a new role of SENDCO Assistant. Her responsibilities are:

- To assist the SENDCO and other staff in planning, preparing and monitoring IEPs

The post holder benefits from a network of SENDCO Assistants who share professional development and best practice.

STAFF PROFESSIONAL DEVELOPMENT

Rosemary Nursery School and Children's Centre is committed to high quality continuing professional development for all staff. We seek out opportunities to inform and improve our practice in relation to inclusion and specific learning needs and especially to increase our understanding of how current pupils' needs can best be met. In particular, classroom staff are trained in:

- Meeting the learning needs of children with Autistic Spectrum Condition (ASC)
- Meeting the learning needs of children with language and communication delays
- The Hanen Approach to supporting the development of children's communication skills
- The principles of Conflict Resolution
- Attachment Theory

Our Inclusion Leader benefits from a peer mentoring network to support the learning and development of children with additional needs.

SEND GOVERNOR

We have a SEND Governor who meets with our inclusion leader at least annually to update on inclusive practice in the setting and to ensure an overview of needs and provision.

EARLY INTERVENTION

Key Persons may refer children with suspected language delays or disorders to our Inclusion Leader for onward referral to the Speech and Language Therapy Service, or plan for a child to join a small language group during their nursery session. They may also refer a child whose well-being or behaviour is puzzling them to our Inclusion Leader for inclusion in a group supervision meeting with our visiting Infant Mental Health Specialist.

Key Persons may also draw up an Individual Development Plan (IDP) with a parent to jointly address any early concerns around behaviour or development. This sets targets and strategies to support the child's behaviour and development and is monitored by the key person. After four weeks, the IDP is reviewed with the parent to decide whether to continue or to focus the support more specifically in an IEP.

Where a child's behaviour poses a significant danger to themselves or to others, a Behaviour Management Plan may be drawn up. This is shared with the parent and all staff to ensure the safety of all involved with the child.

These strategies, together with in-depth communication support, provide a framework for rapid intervention and progress.

ADMISSION ARRANGEMENTS

Two-year-old provision: Places are allocated to local children who are eligible for free places under the Government's Free Early Education Entitlement strategy. Allocation of a place depends upon availability and we do not always have sufficient space for all children who are eligible. Parents need to apply for a place on-line via the Local Government website. Parents will always be offered help to complete their application if they request it. Occasionally, where space allows, paying places may be offered to two year olds who do not qualify for the free entitlement.

Most two year olds will be based in Early Years 1 but some may be based in Early Years 2 alongside three and four year olds.

3 and 4 year old provision: This is universal provision; i.e. it is open to all local children. However, allocation of a place depends upon availability and we do not always have sufficient space for all children who are eligible. We prioritise children with SEND/ additional needs who live in our immediate area, as long as we are able to meet those needs. Parents are asked to register their child before their third birthday. If the nursery has prior knowledge that a child on the waiting list may have SEND or additional needs we will admit him/her as early as possible with the appropriate planning and support in place.

For more information, please see our **Admissions Policy**.

Children with Special Educational Needs or Disabilities will not be discriminated against.

We are flexible during the settling in period so children can get to know us at their own pace.

EQUALITY FOR DISABLED CHILDREN

The setting is mindful of its responsibilities under the Equality Act and our Public Sector Equality Duty. We work to eliminate discrimination, advance equality of opportunity for children who have 'protected characteristics' and to foster good relations between them and other groups. This includes children with disabilities, who are defined as having a 'physical or mental impairment which has a substantial and long term adverse effect of his ability to carry out normal day to day activities'.

We will not discriminate against disabled children or treat them less favourably. We will take positive action to ensure disabled children are included in all aspects of the setting. We work to ensure disabled children can:

- Access the curriculum
- Access the physical environment
- Access information in a way that is appropriate for their needs
- Have access to auxiliary aids and services (which may be provided by other agencies).

We will make 'reasonable adjustments' to our policies to ensure that disabled children are explicitly considered and we continue to develop our inclusive practice.

THE ENABLING ENVIRONMENT

Physical access to the setting for all users is facilitated by a ramped entrance, an internal platform lift and accessible adults' and children's toilets.

Early Years 1 has access to the outside play/learning environment onto a raised platform/play area

which has a gradual slope down into the main play area.

Early Years 2 has a small flight of stairs, and a platform lift, down into the lower classroom and outside play/learning area.

We plan for the individual learning needs of each child in our setting, starting from what the child can do, rather than what they can't do. In this way we aim to build on success.

Photos and visual aids are used throughout the setting, together with 'visual timetables'. Staff also use Makaton with the children.

These strategies help children to understand and participate in all aspects of the nursery curriculum and routine.

Some children have Individual Education Plans (IEPs) devised by the key person, parents and other professionals involved with the child. These provide identified targets and strategies to meet the child's needs. They are reviewed on a regular basis with a summary of progress and the next steps for learning, and are monitored by the Inclusion Leader or SENDCO Assistant. (See 'Responsibilities' above)

Equipment and resources throughout the setting are set out to maximise the children's access to all learning opportunities.

All areas are labelled with pictures/photographs. We adapt our resources to suit the needs of individual children, purchasing specialised equipment or resources and adapting the environment where necessary. We audit our resources regularly to ensure that they meet the needs, and reflect positive images of children and adults with disabilities.

Our outside environment is carefully planned to provide challenge and offer learning opportunities at children's varying development levels. It reflects some areas from the indoors classroom as well as presenting different experiences. For example, a child who is in the early stages of development may enjoy feeling the textures of our sensory paving; another, in a wheelchair, may enjoy the sensation of riding over the textures.

THE UNIQUE CHILD

Our practice and curriculum are underpinned by the guidance in the statutory national framework for the Early Years Foundation Stage (2012) and our own Curriculum Guidance document.

We also remain committed to the process-oriented monitoring system of understanding and assessing children's well-being and involvement levels (Leuven Scale). This system, which was developed by Professor Ferre Laevers, helps us to understand how each individual child interacts with others and with the learning environment, so that we can plan to meet their social and emotional needs more precisely.

IDENTIFICATION, ASSESSMENT AND PROVISION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

We observe all children closely to better understand how they think and learn. We plan experiences and use resources that are not culturally 'fixed' in order to meet individual learning needs.

Many children will need additional support at some time, often for only a short period. In these cases, we will work in partnership with parents and involve the child as appropriate to prepare an Individual or Group Education or Development Plan with two or three specific targets.

The strengths and preferences of the child will be used to prepare the plan. Regular meetings are planned with the parents to review the Individual Education Plan, to discuss progress, the child's achievements and future plans.

If further help is needed to support the child appropriately, we will seek advice from other agencies with the parent's permission. In some cases, the child will already have other agencies involved when starting at the setting. Examples of professionals we may call on include physiotherapists, paediatricians, speech and language therapists, occupational therapists, and educational psychologists. Professional(s) may support us in writing IEP targets and in planning strategies to support the child's development. Working together with outside agencies, staff and parents ensures a 'team around the child' approach.

A record of the child's progress and IEPs will be passed on to the next setting if the parents/carers are in agreement.

The Inclusion Leader keeps a record of all children with SEND.

Request for a Statutory Assessment for an Education, Health and Care Plan (EHCP)

If a child has support from outside agencies, we would discuss the development of a Support Plan (Non-Statutory Education, Health and Care Plan) with their parent. The whole team supporting the child would be part of this.

For a child who needs further additional help to progress, despite a period of SEND support, or who may require a place in a specialist provision school, the setting may request the Local Authority to make a statutory assessment, in agreement with the parent/carer.

We will hold a review meeting with the parents and with other professionals involved and submit a non-statutory support plan with copies of all supporting evidence, showing the child's achievement and concerns, to the Local Authority.

The planning, provision, monitoring and review processes continue, as before, while awaiting the outcome of the request.

PARTNERSHIP WITH PARENTS

Parent partnership is at the heart of our work.

Parents are given an information booklet about the setting and access to the Inclusion Policy. All policies are available in community languages and we aim to offer information to parents in ways that are accessible to them; for example, through our 'living newsletter', our website, the use of interpreters and through our open-door policy.

Children's individual needs are always discussed with their parents and we adapt to meet those needs. Parents are involved with their child's Individual Education Plan at every stage so that the activities can be undertaken both at nursery and at home.

We recognise that some of our parents will be disabled themselves and we have a duty not to discriminate against them under the Equality Act and Public Sector Equality Duty. We will take positive action to ensure they can access the setting and get information in accessible formats (e.g. in Braille, large print or with a British Sign language interpreter).

LISTENING TO CHILDREN'S VIEWS

We have different ways of enabling young children to make choices and to express their feelings in our setting. We use language at their level of understanding, cue cards, photographs, puppets etc. We find ways of listening to the children's preferences and views when planning Individual Education Plans, particularly by observing them carefully in their play. We find ways of giving children feedback on how they are doing and we build on success, for example by signs, gestures and facial expressions.

REVIEW AND MONITORING OF THE POLICY

We have a commitment to translate any policy into any language requested by a parent. This policy will be reviewed annually and in relation to any changes in the law and guidance. It will be reviewed by both the Inclusion Leader and by the Governing Body.

The different aspects of this policy will be monitored by our Inclusion Leader to ensure that our practice and provision reflect the policy through regular communication and through:

- Observation(s) of how activities are differentiated.
- Reviewing how a sample of disabled children/children with Special Educational Needs and their parents were supported through the Code of Practice, and the effectiveness of their IEPs.
- Logging staff training in relation to inclusion, Disability Equality and children with Special Educational Needs.
- Auditing the language and the images within the setting to make sure they reflect positively on all children and adults and, in particular, all disabled children and adults.
- Monitoring the satisfaction of parents/carers of disabled children/children with Special Educational Needs through regular reviews together with their key person.

An Annual Report on SEND will be provided to the Governing Body outlining how we have performed against the above criteria and on the progress of children with SEND compared to their peers.

COMPLAINTS PROCEDURE

We always try to work co-operatively and positively with parents. However, if anyone has a complaint relating to SEND, it should be made in the first instance to your Child's key person.

Please see our Complaints Procedure located in the Policy folder for full details of the next steps.

We welcome suggestions or comments at any time, and these can be submitted confidentially to Reception.