



Ilminster Avenue Nursery School Special Educational Needs and Disability & Inclusion Policy

Rationale (The settings beliefs regarding SEND)

At Ilminster Avenue Nursery School we provide high quality provision and education to all children. We are committed to providing play and learning experiences that individually meet the needs of every child. Our inclusive approach ensures that every child is equally valued and has an equal opportunity to grow learn and develop in a safe and caring environment. We value, respect and work in accordance with the Special Education Needs & Disability code of practice 0 – 25 years (DFE 2015).

Our setting is committed to inclusion. We strive to develop policies and practice that include all children and their families. Our belief is that no child with SEND will be discriminated against. We aim to engender a sense of community and belonging and offer new opportunities to all children and their families, responding in ways that take account of varied lives, experiences and needs. We believe that inclusive education is about equal opportunities for all children and their families whatever their age, gender, ethnicity, impairment, attainment and background.

This policy describes the way we meet the needs of;

- Vulnerable learners who experience barriers to their learning. These may relate to communication, sensory or physical impairment, learning difficulties, medical issues emotional or social development or a combination of these. They may also relate to factors in their environment, including social factors for example children looked after by the Local Authority, asylum seekers, refugees.

We recognise that children learn at different rates and that there are many factors affecting achievement including; stage of development, health, emotional wellbeing, age and maturity. We believe that many children, at some time may experience difficulties which affect their learning and we recognise that these may be long or short term.

In accordance with the Equality Act (2010) we aim to identify these needs as they arise and provide a teaching and learning environment that enables every child to achieve their full potential.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents

- Equality Act 2010: advice for schools DfE May 2014
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (Dec 2015)
- Statutory framework for the Early Years Foundation stage DfE April 2017

Monitoring & Review of Policy

This policy will be monitored by the Head, SENDCo, and SEND governor and presented to the governing body annually.
It will appear on the settings website

Objectives of the Policy

- To ensure the SEND and Equality Acts and relevant Codes of Practice and guidance are implemented effectively across the school
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children identified with 'special educational needs and disabilities'.
- To continually monitor the progress of all pupils to identify needs as they arise and to provide intervention as early as possible.
- To provide full access to the curriculum through differentiated planning by room leaders and teachers, key persons, the SENDCo and support staff as appropriate.
- To provide specific input, matched to children's individual needs, in addition to differentiated provision, for those children identified as having an additional need.
- To ensure that children with SEND are perceived positively by all members of the school and that SEND and inclusive provision are positively valued and accessed by staff and parents/carers.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them where possible.
- To plan thorough and appropriate transitions to children's next settings to ensure that children are confident and ready as well as next settings being fully prepared to meet individual children's needs from the start

Working in partnership with parents and carers

At Ilminster Avenue Nursery School we know that parents know their children best. We believe that it is fundamental to develop mutually respectful relationships with parents and carers. It is important to us to work closely with families to ensure that they feel fully involved in their child's learning, that they and their children have the support they need and are part of our school community

Staff and parents/carers work together, with other relevant professionals in education and health, to support children identified as having additional learning needs.

- Parent/carers are involved at all stages of the education planning process. Parents/carers have regular opportunities to meet with key person, class teacher and SENDCo.
- Achievable targets are agreed upon during Individual Education Plan (IEP) meetings and reviews or Support Plan meetings/Education and Health Care Plan (EHCP) Annual Review meetings.
- Parent/carers are always invited to contribute their views to review processes including IEP, support plans and annual reviews.
- Parents/carers and key person are clearly informed about actions to be taken e.g. monitoring and observations, referrals to other professionals in Education and/or Health.
- Ideas and materials for continuity at home will be discussed and shared with parents/carers e.g. visual timetable, PECs, Makaton.
- Parents/carers are always given copies of children's paperwork.

Responsibilities

The SEND governor, at time of writing Jackie Melksham, should:

- Be satisfied that the setting has a coherent policy for SEND that is reviewed in light of the most recent social inclusion guidance and joint DH/DfES, and local guidelines and procedures
- Attend the governors SEND training and refresh this at least every three years
- Be satisfied that all children with SEND have equal access to all areas of the curriculum
- Ensure that the Governing body receives an annual report on SEND at the setting

At the time of writing the SENDCo is Carolyn Stevenson

Contact: 0117 9030255

The Special Educational Needs and Disability Code of Practice 0 - 25 years (DfE 2014) states that the named SENDCo should have responsibility for:

- Providing up to date and relevant information with regards to the Code of Practice and other matters relating to children with SEND to staff.
- Ensuring their own training and knowledge is up to date
- Advising and supporting all staff in identifying children with Special Educational Needs and Disability.
- Supporting staff with meeting these children's needs.
- Liaising with parents/carers and other professionals in respect of children with special educational needs and disability (SEND)
- Working with parents/carers and staff to implement a graduated approach, including
 - ensuring that IEPs and support plans are in place and up to date
 - EHC assessments are requested if appropriate,
 - support plan and EHCP annual reviews are held in a timely manner
- Identifying training needs of staff both to extend their own professional development and to ensure 'tailor made' training which is need specific is available when appropriate.
- Ensuring that relevant background information about individual children with SEN is collected, recorded and updated. This will be stored in line with GDPR compliance

The Early Years Guide to the SEND code of practice states that the role of the SENCO in early year's provision involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- Liaising with professionals or agencies beyond the setting

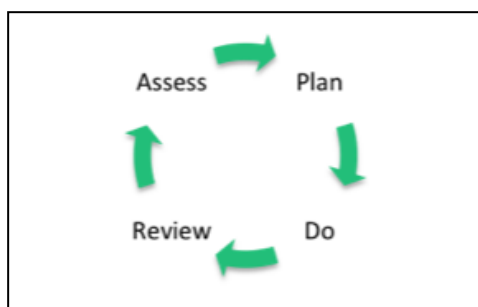
The acting Head Teacher will:-

- Appoint a SENDCo who has appropriate experience and/or qualification and ensure this is refreshed through attending cluster meetings, training from the LA and other related professionals, support from the inclusion team
- Ensure, along with the SENDCO that staff have training related to SEND
- Oversee the development of policy on children with SEND and the SEND offer
- Be responsible for all systems to support children with SEND
- Ensure that children with SEND are given equal opportunities with regard to admissions procedures
- Ensure the local offer appears on the school website
- Report to the governing body on an annual basis the following
 - the number of children with SEND
 - services for children with SEND
 - achievement of children with SEND

SEND – Graduated Approach

At Ilminster Avenue we work within the SEND Code of Practice January 2015 which states that:

- It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.
- Where a setting identifies a child as having SEN they must work in partnership with parents to establish the support the child needs.
- Where a setting makes special educational provision for a child with SEN they should inform the parents and a maintained nursery school must inform the parents. All settings should adopt a graduated approach with four stages of action: assess, plan, do and review.



Assess

Parents may bring a child's needs to the attention of staff either when a child starts or at any time their child is on role. The schools system for regularly observing, assessing and recording children's progress is also used to identify children who are not making expected progress and may have additional needs. We recognise that early intervention is crucial to enable strategies and interventions to be put in place to support children to achieve their potential. Alternatively other professionals may bring a child's additional needs to the attention of parents or staff either before or after a child has started

Information may be gathered from

- Parents/carers at a home visit before a child starts
- Two year old checks
- Assessments from other professionals e.g. Speech and Language Therapist, Portage and Inclusion, previous setting
- Existing Education and Health Care Plan or support plan
- Progress reviews with parents/carers
- Entry, mid-term and exit assessments using either the EYFS or Bristol Differentiated Early Years outcomes
- Observations by key person and other staff who work directly with a child

A clear analysis of the pupil's needs is drawn up through discussion, assessment and experience of the pupil; their progress, attainment, and where relevant their behaviour in comparison to their peers and national data. Alongside this, the views of parents should influence the assessment. Information from external services including education, health and care professionals will also be included

The SEND Code of Practice recognises four areas of need:

Need	Categories
Communication and interaction	Speech, language and understanding of language Autistic Spectrum Disorder
Cognition and learning	Moderate, severe or profound and multiple learning difficulties Specific learning difficulties such as dyslexia, dyspraxia
Social, emotional and mental health difficulties	Attachment disorder, ADHD, ADD, BESD
Sensory and/or physical	Hearing, visual, multi-sensory impairment Physical disability

We also recognise that there is a 5th:

Health needs which may impact on a child's ability to learn	Underlying illnesses such as epilepsy, diabetes, cystic fibrosis. Illnesses that impact on a child attending school
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Plan

Parents are invited to an initial meeting with key person/teacher. The school SENDCo and other professionals who work with the child will be made aware of their needs. Staff /SENDCo will meet with parents and a plan will be drawn up for their child.

Depending on an individual child's level of need this may be either an Individual Education Plan (IEP) or a support plan. If children's needs are complex and likely to be long term an Education and Health Care assessment will be requested from the SEN team of the Local Authority

During an IEP/support plan meeting:

- Outcomes should be agreed.

-The level of support necessary identified along with interventions, teaching strategies and approaches, which will all be recorded and monitored regularly.

Some children have a level of need which results in additional adult support in class. Early Years Funding will be discussed and in agreement with parents/carers applied for by the SENDCo

Parents will be involved in planning, support and where appropriate, in using similar strategies at home to provide consistency of approach and continuity for their child. For example Makaton, visual aids, objects of reference

Do

The child's key person, and in some instances individual support worker, is responsible for working with the child on a daily basis. With support from the SENDCo (and class teacher if not the key person), they should ensure that agreed interventions are carried out and children's progress monitored. Interventions may be carried out in class or in a specific identified group. The SENDCo should support with assessing the impact of interventions and teaching.

Review

Regular planned reviews should take place between parents, relevant staff and other professionals involved if appropriate. Impacts of interventions are evaluated and new outcomes agreed.

- IEP's will generally be reviewed every 6-8 weeks
- Support plans will be reviewed between three and six months
- Statutory EHCP's will be reviewed at least annually

Transition

An enhanced transition is held for children with identified additional needs when they leave our setting to begin at another. This will involve a meeting with parents and staff /SENDCo from both schools in which the child's individual needs, and support required are discussed at length and an action plan drawn up. This may include

- visits for parent and child to new setting
- staff from next setting visiting here to meet and observe child and talk to key worker
- transition books being made for the child
- sharing of and handing over of paperwork e.g. assessments, eating and drinking guidelines, support plans, care plans
- passing on of individual communication aids if appropriate e.g. communication folders

Complaints Procedure

Parents/carers who wish to raise a complaint should refer to the procedures in our complaints policy. This can be found on our website

Useful Links



Bristol Parent Carers
5 Russell Town Avenue
Bristol
BS5 9LT

Tel: 0117 9396645 ext. 204



<http://www.kids.org.uk>

KIDS South West: Acorn House, Kingswood Foundation Estate, Britannia Road, Kingswood, Bristol BS15 8DB Telephone: 0117 947 6111

Contact, for families with disabled children

Call our free helpline 0808 808 3555

www.cafamily.org.uk



Bristol Autism Support
empowering families affected by autism

info@bristolautismsupport.com

Telephone: 07501 014123



BRISTOL LOCAL OFFER

The **Bristol SEND Local Offer** website is information in one place about what help and support there is in the **local** area for children and young people with special educational needs or a disability (SEND).

<https://www.bristol.gov.uk/web/bristol-local-offer>