

Inclusion Policy including SEND and Equality of Opportunity



AIM

To ensure that any child with Special Educational Needs and/or Disabilities is appropriately supported to enable them to have equal opportunities as with all other children in the setting.

“When a child appears to be behind expected levels, or where a child’s progress gives cause for concern, practitioners should consider all the information about the child’s learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child’s needs. From within the setting practitioners should particularly consider information on a child’s progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

(Code Of Practice for SEND Early Years section, June 2014)

There are three main ways which start our SEN process –

1 - Parental Concerns - parents might raise concerns during early visits prior to starting, during transition meetings with the child’s key person, make a note on the registration form, the All About Me form or upon entry to the setting. Another professional may have originally highlighted these concerns e.g. health visitor, GP, paediatrician. Parents are invited to share the child’s Red Book.

2 - Two Year Check - the check is written in conjunction with the key person and parents and it might highlight areas of concerns.

3 - Setting Concerns - if staff have any developmental concerns about a child they will raise these with the parents.

Should a concern be raised then there are stages of action known as the 'Graduated Approach'.

There are four stages of action –

1 – Assess – Building evidence through Observations (Tapestry), Speech and Language Audit, Anne Locke.

2 – Plan – Individual Support Plan (ISP) outlining desired outcomes for the child.

3 – Do – put the plan into practice on the planning, inform staff team and encourage parents to implement at home as well if appropriate.

4 – Review - 6-8 weeks or sooner if outcomes are met, always agreed with parents.

(Code of Practice for SEND Early Years section, 2014)

Outlined below is a more in depth description about each area;

ASSESSING CHILDREN

We have two named SENCOs (Anne Taylor and Ann Leong) who regularly attend Surrey training workshops and training on the Equality Act 2010 and through these workshops are updated on new legislation and tools to assist assessment and planning. They work closely with the Key Person in order to help identify children with additional needs in line with the current national legislation SEN Code of Practice, Equality Act 2010 and Children and Families Act 2014.

Practitioners take extra care when assessing children with English as an additional language and look at all aspects of a child's learning and development to check that any delay is directly related to learning English as an additional language or if it arises from SEN or disability.

Should a concern be raised then we would approach - Race and Ethnic Minority Achievement (REMA) - they are a specialist team at Surrey CC who support the setting.

OBSERVATIONS – Through observations we build up a picture of the child. These are taken by the key person and other members of staff with reference to the *EYFS Development Matters*. With our online learning journals we encourage parents to make observations of their children at home. In addition to these observations we use the Surrey Speech and Language Audit and Anne Locke tool. We also seek advice from our Surrey Advisor with parental permission.

2 YEAR AND 3 YEAR INTEGRATED CHECK – This is a summative assessment that is a short written summary of a child's development in three prime learning and development areas – *Personal, Social and Emotional; Physical Development; Communication and Language*. The summary is written by the key person when the child is around 27 months of age. The purpose of the summary is to enable earlier identification of development needs so that additional support can be put in place. This will also be completed with input from the parent/s.

If a child starts at the setting after they have received their health check by the health visitor or have had a check completed by a previous setting, the key person will ask for a copy of the check and invite the parents to share the child's Red Book. If a child starts at the setting at the age of 36 months and has not previously attended another setting, the key person will do a summative assessment on the seven prime learning and development areas. These assessments/checks are filed in the child's Red Book and the setting has a copy for their records. Information is displayed for parents in the window (as they arrive) and also in the Hedgehog room.

PARENTS IN PARTNERSHIP – We promote a positive parental relationship ethos where discussions and meetings are frequent so parents can have the opportunity to raise issues. Parents can raise a concern with the Key Person or any other member of the team at any point in person, by phone or in writing. We are open to feedback from parents being incorporated into planning and if we feel it would be helpful, a home diary can be provided which will give parents an opportunity to see a day to day picture of what their child has been doing and we will encourage parents to also fill it in. We have a list of services and contact numbers and information for parents to access displayed on our parents board and on our website.

PROFESSIONALS – Should a child come to the setting with a diagnosis then we would communicate with other professionals already involved in their care. If concerns develop once a child is in the setting then, with parental/carer permissions, we would contact other professionals who can offer support and help as outlined above.

There are strong links between the setting and the local Children's Centre (who are often the first port of call for many families).

Portage is a national home based programme that offers SEND support to children's learning and development and we have had previous involvement with their team.

INDIVIDUAL SUPPORT PLAN – Every child is unique and we therefore understand the importance of writing a plan that is centred around the child. The plan will include information about the child's likes and dislikes, medical history/current medical concerns and communication preferences. It will set out short and long term goals both big and small.

Inclusion

We ensure children with SEND have equal opportunities and access to EYFS curriculum (The Statutory Framework for the Early Years Foundation Stage). Our approach to inclusion is positive and obstacles are removed so learning can be extended and all children can reach their full potential. Through careful observations we are able to plan for individual children and put in place ISPs. In some cases reasonable adjustments to the premises may be made. The setting has a small SEND budget that is set aside for adapting resources and we seek additional funding as appropriate.

These grants are applied for after two cycles of the graduated approach when there are ongoing concerns and the team feels it is appropriate to seek funding for the provision of specialist resources and additional staff for either one to one help or small group support.

The setting would seek advice from external professionals or Surrey CC to understand if there is specific training available to the staff in the setting, liaise with Surrey's area SENCOs and develop links to ensure there is a smooth transition between the setting and school.

Adapting Resources

We aim to adapt resources to meet the needs of all children by –

- Creating quiet, calm areas for example the kitchen library and the book corners in both rooms.
- Sensory stimulus through a feely box, textured fabrics, easily accessible musical instruments inside and outside and extensive outdoor resources that support physical development.
- The setting is a communication friendly space with a neutral colour scheme, areas to create dens and multiple resources to enhance provision where appropriate.
- Staff are highly qualified and adaptable to break down and simplify tasks/activities and use Makaton, behaviour cards and visual timetable.
- We support families and children to share home experiences, special routines, family photos and we are open to comforters to support children's emotional well-being.
- All staff are positive role models who interact in a professional and friendly manner.
- Planning is undertaken daily and weekly to identify children who may require additional target group work.

Tools

These are examples of tools that we use routinely -

The ABCC Grid – Behaviour grid

SALT Pack – Speech and Language Therapy

Occupational Therapy Pack

Makaton – uses signs and symbols to help communication and is designed to support spoken language

Anne Locke – development profile

Speech and Language Audit

One page profile from Pathway Plan

Information Sharing

All paperwork is confidential and stored in a lockable cupboard.

Should information need to be shared electronically we use the system Egress which is a secure email service and we are always sensitive to sharing full names and where necessary use initials.

Parents are informed about our relationship with the Children's Centre when they make initial enquiries.

We ask parents to inform us on the registration form if their child is attending another setting, so we can then make arrangements to share information with the other setting if we feel it is necessary but parental permission is always sought.

We arrange additional transition meetings between feeder schools and other professionals depending on the needs of the child. This is so clear lines of communication are kept between all those involved with the child e.g. parents, teacher, key person, health and education professionals.

Safeguarding - Early Help Assessment

"Children and families may need support from a wide range of local agencies. Where a Child and family would benefit from coordinated support there should be an inter agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed by a statutory assessment. The early help assessment should be undertaken by a lead professional." (Working together to safeguard children - March 2013). This may have some overlap with children with special educational needs.

The assessment is a holistic approach used to gather information based on strengths and needs of the family. We would contact the early help assessment team as a starting point to see if an EHA had already been started.

Ages and Stages Questionnaire

(ASQ-3) 27 month development review

This is an NHS questionnaire and we encourage to complete it. From September 2015 Surrey will be making the information sharing process more formal.

There are two types of funding -

1 - Inclusion grant – The grant is available to ensure the inclusion of children with additional needs in early education / childcare and this money is put towards extra staff time and resources.

“Additional needs” includes a physical, sensory or learning disability, English as an Additional Language, difficulties in areas such as communication,

attention, or behaviour and problems, which may be related to children from socially excluded families (Surrey County Council, 2015).

2 - Discretionary funding – The grant is tailored towards to children with more complex needs that may require a 1:1 support.

FEET funding – Free Entitlement for Two Year Olds

Children can qualify for this if they have a current statement of special educational needs (SEN) or an education, health and care plan.

Other children can qualify but under different criteria. See Surrey CC website for further information.

PLANS

SEND Support Arrangements

SEND Support Arrangements is a way of supporting children and young people with SEND holistically and aims to make sure that their voice and their family are heard and represented. It comes before an Education, Health and Care Plan.

The plan focuses on the child's voice and aspirations (outcomes) completed in conjunction with parents.

Education, Health and Care Plans (EHCP)

These plans run for children aged between 0-25 years with the highest level of need and have replaced statements of educational need.

EHCP coordinators will support families through the process and will coordinate Team Around the Family meetings and work with the family and other professionals to produce a person centred plan, focusing on outcomes for the child or young person.

Admissions

We endeavour to have clear policies and procedures to describe the setting in a clear and fair way that welcomes both fathers and mothers, other relations and other carers, including child minders and people from all cultural, ethnic, religious and social groups with and without disabilities.

Disabilities

We will consider appropriate arrangements for the admission of disabled children so they are supported equally considering the individual needs of the child. The setting will map out an accessibility plan showing how we will plan to improve access over time by seeking advice from our Surrey Advisor. In line with the Equality Act 2010 all children within the setting are given equal opportunities and practitioners are aware that they must not discriminate against, harass or victimise disabled children and reasonable adjustments will be made so all children are at an equal advantage.

We aim to remove barriers to learning and should a child attend the setting who has medical conditions we will take steps to ensure we support the child and family to meet those needs by recording requirements on our medical form and health and care plan.

English as an additional language (EAL) and bilingual families

We respect all cultures and support families that have English as an additional language by –

Talking through forms and help carers to fill them out.

Introducing carers to the school they want their child to attend.

Translating letters (where appropriate) into their native language.

Signage around the setting in the home language.

Purchasing books in the home language.

Inviting the carers in to understand the setting and see how their child is settling in.

We 'visit' other countries so bilingual families can share their language and customs.

Order collateral for school admissions in the home language.

Ask parents to share key words in their home language for example mother, father, school, book etc.

Checking and respecting cultural and religious requirements.

Resources and Outings

We strongly encourage outdoor activities and play every day in the setting and we also organise external trips and visitors.

We ensure all children are included by undertaking risk assessments daily. So that we can assess and review the facilities available and ensure they are suitable and inclusive. Where necessary we would discuss external trips with parents and invite them to attend or seek an extra member of staff. The setting includes all children in external visits. A risk assessment is made for all external visits.

School Transition

We work with schools to ensure a smooth transition by setting up meetings with the feeder school (parents, key person, setting SENCO, school SENCO, class teacher and other professionals already involved in the child's care) that a child is attending and share ISPs. We invite the class teachers into the setting and if required assist with organising additional school visits.

Parents should be aware that the Early Years Foundation Stage terminates at the end of the first year of school (Reception).

Progression

We promote an open door policy where parents can meet with team members, the key person or management regularly in confidence.

We analyse and assess progression through the baseline, summative assessment and snapshot analysis which is generated from the Tapestry programme used at the setting.

ISP outcomes are shared with parents together with sharing planning and how a child's specific needs are incorporated in target group work.

The Surrey Early Years team have advice on additional services available to support parents with training and learning.

We welcome other professionals into the setting and ensure there is sufficient staffing so the key person or SEN coordinators can spend sufficient time with the professional. If appropriate we would invite the parent to join the meeting/observation.

We consult with parents through questionnaires and share these results. We then evaluate and review how we can improve our services and approaches.

We send out children's learning journals at the end of each half of term (6 times) throughout the academic year.

Well-being and Key Person

The well-being of every child in the setting is paramount. We promote independence in a number of ways including easily accessible toilets and wash basins and accessible personal belongings and clothing storage.

The registration and permission forms are signed by parents see appendix 1. Staff sign forms to record nappy changing, assistance with toilet routines and accident/incident forms.

Every child is allocated a key person before they start at the setting and where possible the carers are introduced to the key person at the introduction visit. When children move rooms parents are then introduced to the new key person the term before and the new routine is explained. This helps build a relationship with both the key person, carer and child.

Staff are also trained with manual handling so they can assist where required.

Behaviour management is aimed to provide a clear set of boundaries and intervention techniques to ensure children can develop and flourish. Parents can view all our policies on the website www.knowlenurseryschool.co.uk or in the setting.

There are formal procedures for administering medicines where staff must be witnessed and sign forms to ensure records are kept accurately and medicine is kept in a designated out of reach of children cupboard or fridge.

We are also very aware of children's views being heard so there is continuous dialogue between team members and children. Children are encouraged to show and tell, activities are extended and developed. We aim for a balance between child-initiated and adult-led activities and there are opportunities for the voice of the child to be heard in group sessions where children share what they have enjoyed that day.

Policies

Parents are sent our statutory policies with their welcome pack. They are also made aware that the full set of policies is on the website at www.knowlenschool.co.uk

There is also a policies folder which is easily accessible at the setting.

Glossary of Terms

| | |
|--------|---|
| ASEND | Additional and Special Educational Needs and Disability |
| C of P | Code of Practice |
| DF | Discretionary Funding |
| EH/A | Early Help/Assessment |
| EHCP | Education and Health Care Plan |
| ELMT | Early Language Monitoring Tool |
| ES | Early Support |
| EYCS | Early Years and Childcare Service |
| EYP/T | Early Years Professional/Teacher |
| ISG | Inclusion Support Grant |
| ISP | Individual Support Plan |
| L & D | Learning and Development |
| OT | Occupational Therapist |
| PSS | Physical and Sensory Support |
| SENCO | Special Educational Needs Co-ordinator |
| SLT | Speech and Language Therapist |
| TA | Teaching Assistant |

Additional Links -

If your child already has SEND needs identified

<http://www.surreycc.gov.uk/people-and-community/family-information-service/special-educational-needs-and-disability/surrey-early-support-service-for-young-children-with-disabilities>

What to do if you think your child has SEND

<http://www.surreycc.gov.uk/learning/special-educational-needs-and-disability-send/what-to-do-if-you-think-your-child-has-send>

SEND

For referrals: 0300 123 1640 csfwreferral@surreycc.gov.uk

Ehelp Helpline: 0208 541 9282 earlyhelp@surreycc.gov.uk

SWEH Partnership: 07972 081235 Karen.cunningham@surrey.gov.uk