

Petite Ambassadors Day Nursery

Future Leaders-Respect, Empathy and Excellence.



Special Educational Needs, Disability and Inclusion Policy

EYFS: 1.1-1.12, 2.1-2.11, 3.67,

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Special Educational Needs, Disability and Inclusion Policy

This Policy represents agreed principles for Special Educational Needs and Disability throughout the setting. All staff representing Petite Ambassadors Day Nursery has agreed to this policy. This policy is in line with the Special Educational Needs and Disability code of Practice: 0-25 2014 and Equality Act 2010.

The Inclusion Coordinator (INCCO) and Behaviour Management person is *Christabelle Longdon*

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standard that all early year providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school life.

The EYFS seeks to provide;

- **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **Learning and development requirements** cover;

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings;
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five) and
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

The **Safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

Overarching Principles

Four guiding principles should shape practice in early years settings. These are;

1. every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
2. children learn to be strong and independent through **positive relationships**;
3. children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;

4. **children develop and learn in different ways and at different rates.** The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

This is our starting point for planning that meets the specific needs of individual children. When planning, staff responds to children's diverse learning needs. Some children may have barriers to learning that mean they have additional needs and require particular support by the setting.

Where 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 assessments of the child's needs. From within the setting practitioners should particularly consider the prime areas of learning and any 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 where appropriate the child's views 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. Equality, difficulty 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 should be sought, e.g Early Help Assessment (EHA).

Children may have Special Educational Needs either throughout or at any time during their early years development. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

Aims and Objectives

Aims of policy;

- To support the early identification of children's needs and early intervention to support them
- To focus on inclusive practice and removing barriers to learning
- To provide high quality provision to meet the needs of all children
- To create an environment that meets the Special Educational Needs of each child
- To ensure that the provision for Special Educational Needs follow a graduated approach of assess, plan, do and review.
- To make clear expectations for all partners in the process
- To identify the roles and responsibilities of staff in planning for children's Special Educational Needs
- To use the settings best endeavours for children's access to the setting
- To ensure that parents are able to play their part in support their child's education.

The INCCO's role is to;

- Support and advise colleagues
- Oversee the records of all children with Special Educational Needs
- Ensure parents are closely involved throughout and that their insights inform the action taken by the setting

- Act and as a link with professionals, external agencies and other support agencies
- Regularly review and evaluate the quality and breadth of the support they offer or can access for children with SEN or disabilities
- Manage a range of resources, human and material , to enable appropriate provision for children with Special Educational Needs
- Contribute to the professional development of all staff
- Ensure staff are aware of current and appropriate documentation such as statutory two year old progress checks, learning diaries, Individual Progress Plans (IPPs), and the Area Senco and their role.

We may apply with parental permissions for SEN Top-Up Funding for Early Years from Bromley Council to support quality provision for the child.

The INCCOs support the key person to monitor the impact of interventions on progress of a child with SEND. The INCCOs will also support the key person to draw up Individual Progress Plans for children. The INCCOs and management team hold regular meetings to review the work of the setting in this area.

Inclusion

We aim to offer good quality provision and choice for all children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through removal of barriers to learning and participation. We want all our children to feel that they are valued part of our nursery community. Through stimulating provision, we respect the fact the children;

- ❖ Have different educational and behavioural needs and aspirations
- ❖ Require different strategies for learning
- ❖ Acquire absorb and communicate information at different rates
- ❖ Need a range of different teaching approaches and experiences.

Identifying and assessing SEN for young children whose first language is not English requires particular care. Early years practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related to learning English as an additional language are not SEN.

Staff responds to children's needs by:

- Providing support for children who need help with communication and language
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safety
- Help individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Planning to develop children's understanding through the prime areas of learning and development within the Early Years Foundation Stage (Personal, Social and Emotional Development, Physical Development and Communication and Language).

The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for the children. As an early years setting we will use our best endeavours to make sure that a child with SEN gets the support they need.

Special Educational Needs

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 who have SEN may also have a disability under the

Equality Act 2010. Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.

All our children are observed when they join our nursery, so that we can plan for their next steps in learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. This observational assessment continues throughout their time within our setting, significant learning is documented within the child's learning diary, the statutory two year old progress check and aligned to EYFS best fits.

If our observational assessment indicates that a child may require additional support, we use a range of strategies to make full use of all available resources. In liaison with the child's parent and INCCO, they key person will offer additional interventions to support the child's development. The Key person will keep parents informed and draw upon them for their indepth insight into their child's development. We will record the strategies used to support the child within an Individual Progress Plan (IPP). The IPP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place every 6 weeks. Parents will be involved in the writing and review of each IPP.

If the IPP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In many cases, children may be seen in the setting by external support services. External support services may provide information for the child's new IPP.

If the INCCO, key person and parents feel that the child would benefit from further support, the key person will then take the lead in further assessments of the child's needs using the document 'Bromley EYFS Early Support Assessment Statements For Children with Special Educational Needs and Disabilities (SEND)' This is designed to be used if practitioners are concerned about a child's rate of progress compared with their peers, or when some of their skills appear delayed. This will be done within the setting and in collaboration with parents and carers.

Through the support of the Area SENCO additional or SEN Top up Funding maybe applied for. A range of written evidence about the child will support the application.

Staff uses a range of strategies for dealing with behaviour, but some children may require further support. Further information about this can be found within our Managing feelings and behaviour policy.

As a setting we use the document 'Bromley 'EYFS Early Support Assessment Statements For Children with Special Educational Needs and Disabilities (SEND). This document enables us to assess children's achievements and plan for the small steps that some children with SEND need. We are aware that children develop at their own rates and in their own ways. We are aware that these statements and their order should not be taken as necessary steps for all children.

Education Health and Care Plans (EHC)

Where a child has an EHC we will be involved in the review.

Curriculum

We support and include children in a manner that acknowledges their entitlement to share the same learning experience that their peers enjoy. Wherever possible we do not withdraw children from the setting. There are

times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the main learning environment.

Partnership with Parents

As a setting we work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. Parents know their children best and have much to contribute to our support for our children with Special Educational Needs.

Partnership with the Area SENCO

The area SENCO works for Bromley Early Years Team and helps make links between education, health and social care to facilitate appropriate early provision for children with SEN and their transition to compulsory schooling.

Typically, the role of the Area SENCO includes;

- Providing advice and practical support to early years providers about the approached to identification, assessment and intervention within the SEN Code of Practice
- Providing day-to-day support for setting-based SENCOs in ensuring arrangements are in place to support children with SEN
- Strengthening the links between the setting, parents, schools, social care and health services.
- Developing and disseminating good practice
- Supporting the development and delivery of training both for individual settings and on a wider basis.
- Developing links with existing SENCO networks to support smooth transitions to school, nursery and reception classes, and
- Informing parents of and working with local impartial information, advice and support services, to promote effective work with parents of children in the early years

The Area SENCO plays an important part in planning for children with SEN to transfer between early years provision and schools using the North Somerset Link programme to School.

This policy was adopted on	Signed on behalf of the nursery	Date for review
September 2019		September 2020