

# **Inclusion Policy for Children with Special Educational Needs and/or Disability**



**Note:** The term 'parent' is used throughout to indicate those people with legal responsibility for a child.

## **SECTION A: SCHOOL AND CHILDCARE ARRANGEMENTS**

High quality provision that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is different and additional to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child has special educational needs if he/she has a learning difficulty or disability that calls for special educational provision to be made.

A child has a learning difficulty or disability if she/he:

- has a significantly greater difficulty in learning or development, or
- has a disability which prevents or hinders him/her from making use of educational or childcare facilities of a kind generally provided for others of the same age.

The Governors and staff at Grandpont Nursery School and Childcare recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all children can develop to their full potential and become confident, independent individuals.

To achieve this we:

- ensure that our environment is responsive to all the children in our care
- promote positive attitudes and individual confidence, ensuring all children progress
- identify, assess, record and regularly review children's special educational needs
- encourage parents to be involved in planning and supporting at all stages of their child's development
- make effective use of support services and other professionals

**Provision for children with special educational needs is the responsibility of every staff member and Governor.**

### ***Governors***

The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the work of the school and childcare provision; this includes provision for children with special educational needs and Governors ensure that the necessary provision is made for any child who has such additional needs. They determine the school's general policy and approach to inclusive provision for children with special educational needs, and establish the appropriate staffing and funding arrangements.

An appointed representative from the Governing Body is involved in reviewing, with the Headteacher and SENCo, the provision for children with special educational needs and implementation of this policy within the nursery school and daycare settings.

### ***Headteacher***

The Headteacher has overall responsibility for the management of provision for children with special educational needs, keeps the Governing Body fully informed and works closely with the SENCo.

### ***SENCo***

The Special Educational Needs Coordinator is Liz Riches. She works closely with all staff, the Headteacher, parents and outside agencies to ensure the best possible provision for children with special educational needs.

She is responsible for:

- overseeing the day-to-day operation of this policy
- coordinating provision for children with special educational needs
- ensuring the involvement of parents from an early stage and liaising with them regularly
- advising on a graduated approach to providing additional and specialist support, liaising with and advising other members of staff
- helping to identify children with special educational needs, assessing and planning for progress
- maintaining documentation regarding provision for children with special educational needs
- acting as Designated Teacher for Looked After Children
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively with regard to additional and specialist provision
- liaising with other early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact for external agencies, especially the local authority and its support agencies
- liaising with next providers of education to ensure a child and his/her parents are informed about options, and a smooth transition is planned
- supporting the professional development of staff, reviewed as part of the Appraisal and Continuing Professional Development (CPD) process
- liaising with the Governors' representative for special educational needs provision
- regularly liaising with Headteacher, Nursery, Day Care and Children's Centre staff

### ***Teachers, Nursery Nurses, Early Years Support Staff and Teaching Assistants***

Practitioners are involved in the on-going development and review of this policy, and implementation of procedures for identifying, assessing and making provision for children with special educational needs, including planning for differentiation. The identification of additional needs is built into the overall approach to monitoring the progress of children. Practitioners work closely together to plan and assess the impact of support and interventions.

The SENCo meets with practitioners across the setting to give support and advice. There are opportunities for informal daily contact with staff to discuss matters relating to provision for children with special educational needs. In addition the SENCo attends weekly records meetings and regular meetings with day care and outreach staff. Provision is discussed regularly in order to raise the progress and achievement of children with special educational needs. The SENCo monitors the placement of staff throughout the setting.

Grandpont Nursery and Children's Centre is committed to gaining further expertise in the area of special education. Current training includes school-based whole staff INSET, training sessions for individual staff, SENCo meetings, support and guidance from EYSENIT's and Speech & Language Therapists, attendance at partnership meetings and the reading and

discussion of documents on special education. Staff meetings are arranged to respond to the particular needs of the settings within Grandpont.

### **Admissions**

Grandpont Nursery School and Childcare strive to be a fully inclusive integrated centre. Staff acknowledge the range of issues to be taken account of in the process of development. All children are welcome in accordance with the Local Authority Admissions Policy. According to the Education Act 1996, (Section 316), the school/daycare setting will admit a child with a Statement or Education, Health and Care Plan, subject to the wishes of the parents, unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility. Children's specific needs are discussed with parents when admission to the school or daycare setting is requested. Support agencies are contacted as appropriate.

### **Access and disability**

The school and daycare settings have access for wheelchairs and accessible toilet facilities are available. Where a child has a disability the SENCo makes sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs. Arrangements are made to allow as much independence as possible but with support available as and when necessary.

## **SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION**

When a child is identified as needing special educational support the setting employs a graduated approach of Assess-Plan-Do-Review, adopting the recommended model for special educational needs as set out in the Code of Practice (DfE 2014). The Local Authority Special Educational Needs Guidance document is used as a guide for identification, assessment and provision, and the model forms provided are used for record-keeping. A register of children with special educational needs is kept as a legal requirement.

Criteria for identifying special educational needs may include:

- A child's early history and/or parental concern
- Low entry profile
- A child's lack of developmental and/or learning progress
- Requiring greater attention due to behavioural and/or learning difficulties
- Requiring specialist materials, equipment or support for sensory and/or physical problems

The SENCo and practitioners, together with specialists and involving parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Reviews of children receiving special educational support are held each term and are led by the SENCo. They provide an opportunity for parents to share their concerns and agree aspirations for the child.

The progress of each child is assessed at regular intervals as part of the settings tracking process for all children. Slow progress and low attainment do not necessarily mean that a child has special educational needs. All those working with children are alert to emerging difficulties and respond early. In deciding whether to make special educational provision, the Headteacher and SENCo consider all the information gathered from within the setting and outside about the child's progress.

Where more specific assessment is deemed to be necessary, this is carried out by the SENCo who may involve other professionals from outside the school. The information gathering will include an early discussion with parents. Our staff recognise that parents know their children best and we ensure that we listen to and follow up any concerns parents have about their child's development and learning. Consideration of whether special educational provision is required starts with a discussion about what parents desire for long-term outcomes for their child, as well as their views and wishes for the present and short-term goals.

Where, despite the school providing special educational support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the Local Authority. The Local Authority will expect to see evidence of the action taken by the school as part of special educational support.

All schools in Oxfordshire receive funding for children with special educational needs and support funding can be applied for by daycare settings via the Early Years SEN Inclusion Team. As part of normal budget planning, Grandpont Nursery School and Childcare has a strategic approach to using resources to support the progress and achievement of children with special educational needs. Where the cost of special educational provision required to meet the needs of an individual child exceeds allocated funding the Local Authority may provide top-up funding.

### ***Categories of Special Educational Need***

Children's needs and requirements fall into four broad areas but individual children may have needs which span two or more areas. For example, a child with general learning difficulties may also have communication difficulties or a sensory impairment.

- Communication and interaction:      Speech, Language and Communication needs  
Autistic Spectrum Disorder including Asperger's Syndrome and Autism
- Cognition and Learning:              Learning difficulties
- Social, emotional and mental health difficulties:      Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- Sensory and/or physical:              Hearing Impairment  
Visual impairment  
Physical disability  
Multi-sensory impairment

Where children with special educational needs also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. Grandpont has regard for the statutory guidance supporting children at school with medical conditions (DfE, 2014).

### ***Monitoring and Evaluation***

The success of the setting's policy and provision for special educational needs is evaluated through:

- Monitoring of practice by the SENCo and Senior Leadership Team
- Analysis of tracking data for individual children
- Value-added data for children on the special educational needs register

- Monitoring of procedures and practice by the Governor with responsibility for special educational needs provision
- School self-evaluation process
- Monitoring the quality of children's Learning Journeys and review documentation

Children are encouraged to participate in all aspects of learning and their views are valued right from the start of their education. Staff observe children carefully as this provides us with insight into each child's wishes and any areas of strength or difficulty, no matter how young the child is. In this way 'the child's voice' is captured

## **SECTION C: PARTNERSHIP WITH PARENTS AND PROFESSIONALS**

We believe that good communication between parents/carers and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Parents are always welcome to discuss concerns about their child with staff. There are planned opportunities for parents to discuss their child's needs, progress and strengths at general progress meetings as well as at Special Educational Needs Review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the Parent Partnership Service is provided and specific information is available for parents of children with learning difficulties/disabilities. Parents have right of access to records concerning their child.

If parents are concerned about special educational provision for their child, initial contact should be made with the child's Key Person. A meeting will be arranged, which may include the Headteacher and/or SENCo, to discuss the concern. The Parent Partnership Service is available to support parents in meetings concerning their child's progress and welfare. In the event of a formal complaint concerning special educational provision, parents are advised to contact the Headteacher and follow the Governing Body's Complaints Procedure in the first instance. Parents may also contact the Oxfordshire Local Authority.

Staff are able to call upon the expertise of a wide range of support services. These support services are contacted after consultation with the Headteacher or SENCo, and with the full agreement of parents/carers. For assessment and advice from most of these services a request form must first be completed, then additional information may be required e.g. service specific checklists and information about strategies already in use.

The SENCo holds contact addresses and request forms for other agencies and support services.

The SENCo liaises with relevant staff members regarding the transfer of children with special educational needs, both between phases within Grandpont and to other schools and settings. The SENCo of a receiving school will be invited to the final review of a child with a Statement or Education, Health and Care Plan.

**Review Date:** Autumn Terms 2017