

Special Educational Needs and Disabilities/Inclusion Policy

All children learn and develop at different rates and have areas of strength and interest, and areas of weakness. A child may have a special educational need if, despite appropriate activities, and differentiated planning and support, they continue to experience a greater difficulty than their peers in learning and developing skills. **It is important to distinguish between children with SEN and those children who are underachieving but who can and will catch up.**

Definition of Special Educational Needs (SEN)

“Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them”. As defined by the Code of Practice 2014 for those who have Special Educational Needs and disabled children.

Introduction

This policy is in line with the Code of Practice 2014 and Equality Act 2010.

The Special Needs Coordinator for the nursery (SENCO) is Klara Cernohorska.

Roles and responsibilities

The SENCO will:

- Ensure all policies are in place, reviewed regularly and updated if necessary
- Support other staff members with identifying children who might need additional help, making sure the special educational needs of each child are identified, assessed, provided for and reviewed regularly
- Be responsible for informing parents about any concerns we have with regards to their child's development, this includes giving parents advice about where to look for help and support
- Cooperating with other agencies and professionals, such as Health visitors, Speech and language specialists, Inclusion team, Area Sencos, Social workers, etc.
- Keep other nursery practitioners updated regarding the needs of the children with SEN or disabilities
- Maintaining a provision map for all children on GR1
- Implementing IEPs for all children on GR2,3 or 4
- Contributing to and following child's EHC plan
- Coordinating meetings with parents and other professionals
- Support children, parents and families, this doesn't just mean practical support within nursery, but also emotional support and advice, parents are encouraged to ask as many questions as they like, their views will always be taken into consideration.

Aims

At Blackwell Montessori nursery we are committed to meeting the individual needs of all our children, including children with SEND, to make sure they make progress and fulfil their potential.

Objectives

- All children are admitted to our nursery in lines with our Admission Policy
- No children are discriminated against, children with SEND are welcome to join our setting, we have an Equality and Diversity policy in place
- Children with SEND will be identified, assessed and provided with any additional help and support as soon as possible
- A differentiated Early Years curriculum will be provided for all children under the Normal Entitlement as we already plan for all children's individual needs and interests on daily basis
- We recognize that sometimes additional help is needed and to access this help we might need parent's written permission
- Parents will be informed about any additional help that is available, we will encourage an open communication, where parents can express their worries and opinions and answer their questions as honestly as possible, parents will be informed that we might not be able to access additional help for their child if they don't give us a permission
- Child's achievements, strengths and weakness will be recorded objectively through variety of observations made by all the practitioners who work with the child, these observations will be cross referenced with the Early Years curriculum and become a part of the child's personal profile/learning journey.

Identifying SEND

A child has an identifiable SEND if their needs are such that the provider must put in support that is additional or different to what is normally available to all children in the setting.

Areas of Special Educational Need

Children may have needs in more than one of the following categories:

Communication and Interaction:

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Cognition and Learning:

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, mental and emotional health:

- Emotional and Social Development (ESD)

Sensory and/or Physical:

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-sensory Impairment (MSI)
- Physical Disability (PD)

At Blackwell Montessori Nursery Nursery we have adopted a graduated approach to ensure that all children make good progress and to identify children who might need additional help. We do this through a cycle of **assessment, planning, doing and reviewing** our provision as outlined in the SEND code of practice 2014.

- All children are assessed and observed on daily basis, this ensures our planning reflects children's needs and interest
- Observations are recorded in children's profiles/learning journeys and crossed referenced with the Early Years curriculum
- Finding out why child hasn't made progress in a particular area of development, this may be simply be the result of child choosing not to take part in the activities that support that area of development or it may suggest that a child has a developmental delay or additional needs
- To determine whether we need to be concerned, we should encourage child to take part in prepared activities and observe them to find out their level of development
- If after observing a child during prepared activities over a period of time we notice that they are indeed below the level expected for their age, we should inform parents immediately and tell them about our concerns
- We will also carry on providing opportunities and activities for the child to continue supporting their development
- Our planning is always based on children's needs and interest, we plan children's next steps, implement any activities, help and support a child may need and record their progress towards their next steps
- All children may on occasion experience a developmental delay or not be reaching their next steps, when this happens we will plan and record what we going to do to support the child, such as preparing different activities, providing visual support, small group work etc.
- A meeting with parents will be planned to voice our concerns, concerns should always be backed up by observations and help and advice offered to parent
- Lots of children will be able to catch up with their peers if they are properly supported by planned activities, we might need help from other professionals to advise us on how to best support your child's development
- Some children might be identified as having special educational needs and disabilities, that will make it a lot harder to catch up with their peers, these children can still be supported to reach their full potential and to make progress
- Children's progress is continually reviewed to ensure that our planning and doing is effective

Graduated response to SEND

At Blackwell Montessori Nursery we follow the SEN Code of Practice (2014) on the identification and assessment of Special Educational Needs. We offer a graduated response to intervention, recognising that there is a continuum of SEN. All children including children with SEND are entitled to Normal Entitlement, children who need additional help might move to Graduated Response 1,2,3 and 4. Children on GR are entitled to additional help from lot of external agencies, this help if often sufficient for children to catch up with their peers and children can move back to normal entitlement. Children who are on GR and are unable to make progress might receive an Education, Health and Care plan. Children on GR1 will be put on the nursery Provision Map. Children on GR 2,3 and 4 will have Individual Educational Plans and be on the nursery's SEND register.

Normal Entitlement

All early years settings have a duty under the Equality Act 2010 to be inclusive. Therefore all children with an emerging or identified special educational need are entitled to access the EYFS through the provision offered by each setting. There is an expectation that settings will manage the majority of lower level needs themselves – this is described as the 'normal entitlement available to all children' within settings. This will include children who are underachieving and/or are less experienced learners (for

many reasons) but who do not have a special educational need and whose needs are met within normal practice.

Children making slower progress may include those for whom English is an additional language (EAL), but it should not be assumed that children have special educational needs just because their progress is slower than others. These children who are making slower progress will need carefully differentiated learning opportunities to support their development, together with regular and frequent monitoring of their progress.

Early years providers are able to signpost families for additional support through the Early Help strategy. Early Help is an integrated 0-19 local 'offer' designed to support families as early as possible to nip difficulties in the bud, and prevent the issues from escalating. Early Help aims to empower families to regain control of their circumstances without further LA support.

Interventions, Strategies and External Agencies – Normal Entitlement

Short stories, well-illustrated and read with enthusiasm by adult / use of props/story sacks etc. / story group kept as small as staffing resources allow. Repetitive phrases for children to join in with.

Repeated instructions and accompanied by clear and concise gestures/visuals prompts, wait 10 seconds to allow child to process and repeat, if necessary, using exactly the same instruction (do not rephrase).

Adults will join in with an activity the child has selected and play alongside / to support turn taking, possibly in group games.

Be receptive and give time to children having difficulties speaking or who need time to understand and process.

Give children time and opportunity to build relationships with key person and peers.

To use praise and positive reinforcement immediately when warranted.

Say what you want the child to do rather than what you don't want e.g. 'Walk' or 'walk nicely' rather than 'don't run'.

Model positive behaviour and recognise positive behaviour in others to illustrate expectations.

Small Group work within key person groups / for planned activities / according to themes identified within learning and development plans.

Plan to support at their emotional age of development.

Acoustically friendly environments / visually friendly environments/structured and organised to include a quiet space.

Use pictures for labels and picture/visual timetables.

Plan for adults to participate in imaginative play activities to support and extend play.

Make arrangements for drug administration in line with health and safety policy.

Provide accessible changing facilities and staff available to deal with accidents.

Focussed support for all children delivered in small groups (5-6 children) throughout the day.

External Agencies: No external agencies will be involved in the setting with individual children at this stage.

Graduated Response 1

For a setting to decide that a child may have a special educational need and needs to be supported at Graduated Response 1, there must be a strong indication that they requires support which is "additional to" or "different from" the differentiated educational provision made generally for children of their age – the normal entitlement available to all children, as set out in the EYFS.

Children on GR1 will generally be expected to catch up with the appropriate support, and should not automatically move up to Graduated Response 2.

Individual Education Plans or Individual Support Plans are no longer required for children at Graduated Response 1, as long as there is a good quality provision map in place that cross references provision with progress of the children.

No specialist agencies will be involved at nursery at this stage, children might however be accessing help from other agencies outside of nursery. If other agencies contact us and suggest that we should provide additional help for your child, we will need to put your child on the nursery's provision map as they will be receiving support under GR1.

We would also ask parent's written permission to get help from the Worcestershire Inclusion Team, this a team of professionals, who will visit our nursery and advise us on how to best provide for your child's needs. They will also support parents in their home environment and co-ordinate all the professionals involved with your child. We cannot contact the inclusion team or any other professionals without parent's written permission. If a parent approached other agencies, such as SALT, Health Visitor, Paediatrician etc. and gave them our contact details, we will liaise and cooperate with these agencies over the phone, they will however not be able to visit the nursery and observe a child in our care without parent's permission.

Graduated Response 2,3 and 4

If children don't make enough progress at GR1 they may move onto GR 2,3 and 4. The level of support they receive will depend on the level of their SEND.

To support children at GR 2,3 and 4 we will need help and advice from external agencies, your children will by this point be involved with a variety of other professionals such as:

Speech and Language Therapy / Specialist Nursery Language Provision / Nursery Plus / Special School Nursery Provision / Physiotherapy and Occupational Health / Hearing Impaired and Visual Impaired Team / Physical Disabilities Outreach Team / Complex Communication Difficulties Team / Portage Team / Specialist Teaching Service - Integrated Specialist Support Service / Virtual Schools (formally Integrated Services for Looked After and Adopted Children) / Mobility Officer, Educational Audiologist

Children on GR4 might have EHC plan in place and it would be appropriate to refer them to pre-school forum.

All children on GR 2,3 and 4 will have IEPs and be on the nursery's SEND register.

