

FLEDGLINGS DAY NURSERY

**Special Educational Needs and
Inclusion Policy**

At Fledglings Day Nursery we are committed to providing an environment in which all children, including those with special educational needs and disabilities, are supported to reach their full potential.

Compliance

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

- The Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs Code of Practice 2015
- Statutory Guidance on Supporting Children with Medical Conditions 2015

Rationale:

At Fledglings Day Nursery every child is equal, valued and unique. Fledglings Day Nursery aims are to provide inclusive play and learning opportunities for all children in our care, in an environment where children feel safe and can flourish. We will ensure that all children have access to a broad and balanced stimulating environment through the Early Years Foundation Stage (EYFS) and remove barriers ensuring inclusion for all children. We will endeavour to accept and support children by providing differentiated activities and experiences to meet their individual needs. We will adapt our setting to meet these needs where possible and will adhere to the Special educational needs and disability code of practice: 0 to 25 years (January 2015).

We believe that educational inclusion 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 children who experience barriers to their learning which may relate to sensory or physical impairment, learning difficulties or emotional or social development or may relate to factors in their environment.

Objectives:

- To ensure equality of provision for children with special educational needs and disabilities (SEND)
- To take into account legislation related to SEND (including the Families Act 2014 and SEND Code of Practice 2015)
- To provide full access for all children to a broad, balanced and relevant curriculum
- To ensure the needs of children with SEND are identified, assessed, provided for and regularly reviewed to improve outcomes
- To enable children with SEND to achieve their full potential
- To work in partnership with parents/carers to enable them to make an active contribution to the education of their child and be fully involved in decision making
- To take the views, wishes and feelings of the child into account
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND.
- To enable children and families to move on from us well equipped for the transition process to their next setting.

In order to meet our objectives:

Fledglings Day Nursery will have a designated person with responsibility for overseeing arrangements for children with special educational needs, called a Special Educational Needs Coordinator (SENCO).

At Fledglings Day Nursery the SENCO is Leanne Ball

The SENCO will have responsibility for:

- Advising and supporting other practitioners in the setting
- Ensuring liaison with parents and other professionals
- Ensuring that appropriate Individual Educational Plans are in place
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded, updated and reviewed.
- Planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken
- Ensuring that appropriate records are kept in line with current legislation.
- Providing up to date and relevant information with regards to the codes of practice
- Supporting staff with meeting children's needs

- Ensuring that all management, staff and volunteers are aware of all legislation, regulations and other guidance on working with children with special educational needs
- To maintain a culture of high expectation, that expects those working with children and SEND to include them in all the opportunities available.
- To advise the setting on the deployment of the settings delegated budget and other resources to meet children's needs effectively
- Work with the Manager to ensure that the setting meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the setting keeps the records of all children with SEND up to date and monitors and supports a graduated approach of Assess, Plan, Do and Review

Managing the administration of medicines and personal care

We have a robust Administration of Medication Policy which is available on request.

Any specialist training to administer medication to individual children will be sought as and when required.

Professional Development

Fledglings Day Nursery will aim to provide quality care by ensuring the SENCO and Early Years Practitioners attend ongoing professional development courses to enhance skills in order to support children with SEND.

Staff

The SENCO will attend regular cluster meetings in Special Educational Needs Education and Inclusion. In-house training will be provided through staff meetings, delivered by the SENCO and other professionals, for example, a Speech and Language Therapist.

All staff are encouraged to extend their own professional development and the SENCO will ensure appropriate training by monitoring and identifying the evolving needs of both staff and children. All members of staff will be expected to assist the SENCO in working with children with SEND.

Staff responsibilities include:

To follow and embed all legislation, regulations and other guidance on working with children with special educational needs and disability.

- Undertake staff training requirements to meet the needs of children with special educational needs and disability attending the setting.
- Meeting with the child with special educational needs and disability and their parent/carers at the point of entry to plan a successful entry to the setting and to work closely in partnership with parents to offer clear and accessible information.
- Ensuring that children with special educational needs are considered when activities are being planned and prepared. To monitor and evaluate delivery.
- Ensure appropriate records are maintained and up to date.
- Liaising with other agencies and seeking advice and support where necessary
- All those who work with young children should be alert to emerging difficulties and respond early
- Ensure that children learn and develop well and are kept healthy and safe.
- When a child is aged between two and three, early years practitioners must review progress and provide parents & carers with a two year old check, focusing in particular on communication and language, physical development and personal, social and emotional development.

Working in partnership with parents & Carers

We are committed to building mutually respectful relationships with parents and carers, valuing the knowledge that they have of their child and acknowledging that every child and family is unique. Working in partnership will ensure that families feel involved in their child's care and feel comfortable to express their thoughts and feelings. We recognise that working in partnership with parents and carers plays a key role in enabling children with SEND to achieve their potential and will ensure that we work closely with parents by:

- Recognising that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them
- All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education
- The voice of the child with special educational needs will be valued and respected and staff will work hard to identify likes, dislikes and personal learning preferences through observations and assessments

- The child's voice will be represented through parents and staff knowledge and their learning diary.
- Ideas and materials for supporting learning at home will be discussed with parents and carers and provided on request, for example; visual timetables or alternative access discussed for example use of toy library

Identification, assessment, monitoring and review procedures

- Entry, mid-year and exit assessments using the Early Years Foundation stage(EYFS)
- Progress reviews with parents/carers
- Observations of behavioural, emotional and social development by the key person
- Two year old check for Two year olds
- Differentiated Early Years Outcomes (Bristol Early Years DEYO) assessment

Identification, Assessment and Provision for children with SEND in Early Education Settings: (graduated response)

SEND support, takes the form of a four part cycle: **assess, plan, do, and review**. This is known as the Graduated Approach. (Special educational needs and disability code of practice: 0 to 25 years)

Assess

Key person, parent /carer, SENCO and relevant specialist professionals will meet to share observations of a child's progress, their strengths and areas of difficulties.

Plan

Individual provision map documenting teaching strategies and additional support completed by key person and the SENCO. Individual learning priorities to work towards at the setting and home are set informed by recommendations from relevant professionals and parents views.

Do

Key person, practitioners and the SENCO will work closely to deliver support identified and monitor its' effectiveness and record progress towards identified learning priorities.

Review

Progress towards learning priorities and effectiveness of teaching strategies is reviewed regularly with all relevant staff, specialist professionals and parent/ carers.

New individual learning priorities will be set to maintain progress and offer appropriate challenge.

Multi professional links

We will work closely together with other professionals such as Speech & Language Therapists, Health Visitors, Portage & Inclusion Team, Children Centre Services, Community Paediatricians, Occupational Therapists, Physio Therapists and Educational Physiologists. Parents are always involved in this referral process.

Once the SENCO has sought the help of external support services, those services will need to:

- Observe the child in the setting
- Meet with staff and parents
- Have access to child's learning diary and records regarding strategies that have already been used, targets set and monitoring records.

The external specialist may support the setting in the following ways:

- Act in an advisory capacity
- Provide additional specialist assessment
- Be involved directly in carrying out activities with the child
- Supporting staff to set up an Education, Health and Care Plans (EHCP)
- Support setting to devise new strategies for supporting the child's progress
- Whilst outside professionals will offer support and guidance to the setting delivery of the Education, Health and Care Plans (EHCP) will remain the responsibility of the setting.

The setting will use the Bristol early years document 'Differentiated Early Years Outcomes (DEYO)' to create an inclusive means of assessment based on relevant and achievable skills.

Transitions

Children with SEND who are moving to another setting or school will be given additional support with transition arrangement which may include arranging for the SENCO/key person to visit the new setting. Teachers from new setting who are visiting will be provided with detailed records of

the Education, Health and Care Plans (EHCP) collating reports from outside agencies and the arranging/attending of multi-agency meetings.

Complaints Procedure

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with their key worker who will try to resolve the situation. The Key Person may raise the issue with the SENCO who can work in partnership with the parent to resolve the situation. If they continue to have concerns we provide a complaints procedure.

The Office for Disability Issues (Tel: 0845 604 6610) provides information and guidance on the Disability Discrimination Act 2010. This organisation would be able to advise if the concerns relates to an issue of the possible discrimination of a disabled child, which cannot be resolved with the setting.

Appendix

Equality Act 2010

This replaces all existing equality legislation and brings together the law relating to different equality groups, of which disability is one. The setting as a duty to:

- Not to treat a child 'less favourably' than another for a reason relating to their disability, however it is lawful to treat a disabled child more favourably.
- To make reasonable adjustments for disabled children eg through policies, practice and provision of equipment or physical alterations to the building.
- To eliminate unlawful discrimination, harassment and victimisation against disabled children.
- To promote positive attitudes towards disabled children.
- To take steps to take account of disabled children's and adults impairments, even if this means treating them more favourably.
- To encourage the participation of disabled people where participation is disproportionately low.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Bristol City Council SEND Local Offer: <http://www.findabilitybristol.org.uk/>

SEND Code of Practice: 0 – 25 years.

This is a statutory code that contains: details of legal requirements that must be followed without exception by early years providers.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Statutory framework for the early years foundation Stage

https://www.foundationyears.org.uk/files/2017/03/eyfs_statutory_framework_2017.pdf

Bristol: Support for children with special educational needs and disabilities (SEND) in Bristol Early Years Settings (0 - 4 years) <https://www.bristolearlyyears.org.uk/wp-content/uploads/2019/01/Revised-Early-Years-Inclusion-Support-2017.pdf>

Supportive Agencies

Bristol Early years – DEYO

<https://www.bristolearlyyears.org.uk/early-learning/assessment-and-transition/deyo/>

Early Years Inclusion Support

Support for children with special educational needs and disabilities (SEND) in Bristol Early Years Settings (0 - 4 years) January 2019

<https://www.bristolearlyyears.org.uk/wp-content/uploads/2019/01/Revised-Early-Years-Inclusion-Support-2017.pdf>

IPP Bridging Workers for advice and support, training and funding.

Contact: Tel: 0117 9038250 Email:

[inclusiveplayproject@bristol.gov.uk/](mailto:inclusiveplayproject@bristol.gov.uk)

PCAS (Paediatric Communication Aid Service) for assessments, training and access to the Toy Library resources which include communication aids and switch operated toys.

Contact: Sally Chan on 0117 3533613, sallychan@nbt.nhs.uk.

Lifetime can provide training for a child currently being supported by lifetime to access a setting. Contact: 01225 731624.

Findability website covers local information, help and support for children and young people with special educational needs or a disability (SEND). It is part of Bristol's Local Offer. <http://www.findabilitybristol.org.uk/>

Family Information Service can promote settings to parents/carers.

Contact: 0845 129 7217, askcyps@bristol.gov.uk.

Supportive Groups

The Anaphylaxis Campaign

Website: www.anaphylaxis.org.uk

Tel: 01252 542029.

Asthma UK

Website: www.asthma.org.uk

Tel: 0800 1216244

Bristol Area Down Syndrome Support

A parent led group.

Website: www.dsa-bristol.org.uk

Tel: 01454 315 469

Bristol Dyslexia Centre

Website: <http://dyslexiacentre.wpengine.com/>

Tel: 0117 9739405.

Bristol Parent Carers

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

CLIC Sargeant

Offers care and support during and after cancer and leukaemia treatment.

Website; www.clicsargeant.org.uk.

CEREBRA

A charity that provides help, info and support to parents and carers of children who have a brain related disability

Website: www.cerebra.org.uk

Tel: 0117 905 5020.

Contact a Family

Contact a Family is a national charity for families with disabled children that provides information, advice and support. They also link families together for support.

Website: www.cafamily.org.uk

Helpline: 0808 8083555.

Diabetes

Website: www.diabetes.org.uk

Helpline: 0845 1202960

Epilepsy Action

Website: www.epilepsy.org.uk

Helpline: 0808 8005050

Headway Bristol

Provides information, support and services to people with a brain injury and their families.

Website: www.headwaybristol.org.uk

Tel: 0117 3403771.

Kids South West

Website: www.kids.org.uk

Hop, Skip and Jump – a centre that provides a play and support for children with a disability, life threatening illness or special need.

Website: www.hopskipandjump.org.uk

Tel: 01453 836390.

Special Friends Club

A Bristol charity run by parents that organises activities and social opportunities.

Website: www.specialfriendsclub.org.uk.

Supportive Parents

A support group of parents for children with SEND who offer help, support and info around education

Website: www.supportiveparents/org.uk.

The National Autistic Society

Website: www.autism.org.uk

Related policies – This policy is supported by our policies and procedures which can be found in the settings office and our website.

Monitoring and Review:

Date Policy was reviewed:	
Signed by (Name):	Signature:
Date of next review:	