

SEND / Inclusion Policy

Special Educational Needs and Disability (SEND) – Children and Families Act 2014

The Children and Families Act 2014 has placed a requirement on local authorities to publish information on services and provision across education, health, social care and transport for children and young people (aged 0 – 25 years) with special educational needs and disabilities. This is called the Local Offer. The purpose of which is to enable parents, carers and young people to find services that are available for children with SEND in their area and how to access them. The process extends to early years settings and all the information below forms our setting's offer and demonstrates how we provide for children with special educational needs and disabilities.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

It is important to recognise that not all children with special educational needs (SEN) will have a disability and that not all children with a disability will have SEN.

Aims

We provide an environment in which all children, including those with special educational needs and disabilities (SEND), are supported to reach their full potential. Striving to offer a happy, safe, caring, and secure nursery in a setting where teamwork, high standards of work and behaviour are the norm, effort is valued and where positive attitude to all nursery life is developed.

We ensure our provision is inclusive to all children with special educational needs.

We will endeavour to provide a broad, balanced, relevant, differentiated, and accessible EYFS curriculum for each child irrespective of their ability, race, gender, background or beliefs: in order to promote physical, intellectual, spiritual, moral, aesthetic and cultural development so as to prepare the children for further educational development.

We have regard for the DfE and DoH The Special Educational Needs Code of Practice 0 – 25 years (2015).

We comply with the Statutory Framework for Early Years Foundation Stage.

We comply with the Equality Act (2010).

We ensure that our inclusive admissions practice ensures equality of access and opportunity.

We are committed to working closely with parents/carers who are fully involved in all decisions that affect their child's education.

We support parents/carers and children with special educational needs.

We work in partnership with parents/carers and other agencies in meeting individual children's needs.

We acknowledge the importance of strong links between Nursery, home and community and we will continue to work on strengthening these connections with outside agencies including our local authority London Borough of Hounslow.

All children have a right of full access to early years education through The Early Years Foundation Stage.

All children have a right to expect to learn in a caring and considerate environment where staff and the children are all valued for their contributions.

We provide a broad, balanced and differentiated curriculum for all children with special educational needs and disabilities.

Updated In January 2024 by Setting SENCO

We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.

Named Special Educational Needs Co-ordinator (SENCO)

It is a requirement for all settings, in receipt of government funding, to have an appointed, setting based Special Educational Needs Co-ordinator.

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give their name to parents/carers.

Our setting based SENCO is ...**MRS SONYA PANNU**

They have completed specific SENCO training and also attend relevant forums and training to keep up-to-date on issues relating to inclusion and SEND.

Our SENCO

- Works closely with the nursery staffing team and other colleagues and has responsibility for the day-to-day operation of our SEND Policy
- Co-ordinates provision for children with special educational needs within our setting
- Offers support for parents / carers
- Supports staff development
- Liaises with other professionals / agencies
- Ensures appropriate records are kept
- Assists staff in making observations and assessments
- Assists staff in planning for children with special educational needs
- Ensuring that individual supporting plans (ISP) are in place and implementing regularly.
- Keep appropriate records.
- Co-ordinates provision for children with special educational needs within our setting offering support for parents/carers.
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.
- Advising and supporting other practitioners in the setting.
- Contacts our Early Years SEN Advisory Teacher at an early stage for informal advice and support
- Our Early Years SEN Advisory Teacher is ...**MISS HAYLEY DAVIDSON**

- We have the support of a trained support worker from the Local Authority **MISS SARAH HUTTON**..... who supports child's learning needs by offering us direct support for individual children

Inclusion Arrangements

We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.

The SENCO oversees BMN policy for inclusion and is responsible for ensuring that it is implemented effectively throughout Bambinos Mont.

Bambinos Mont. will seek advice, as appropriate, around individual children, from external support services through regular meetings & Early Help Unit.

We are a fully inclusive nursery and believe that pupils should have access to all areas of the EYFS including Montessori activities. If additional support or specialist resources are needed to enable this to happen then we will make the necessary arrangements. We make reasonable adjustments and adaptations in accordance with Equality Act 2010.

Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN Support records such as child profiles.

All staff have access to:

- SEN Policy
- A copy of the full SEN Register
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual child's special educational needs, including their Profile and any assessments or external agency reports.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on current legislation and SEN provision provided in the policy procedure book

This information is made accessible to all staff and parents to aid the effective co-ordination of the nursery's SEN provision. In this way, every staff member will have complete and up-to-date information about all children with special needs and their requirements which will enable them to provide for the individual needs of all children

A summary of the SEN policy and other relevant information will be provided for parents/carers.

Bambinos Montessori Nursery will hold regular (6 weekly) meetings with key persons, manager and SENCO to receive updated information regarding the children with SEN or disabilities. This information once updated will be informed to all members of staff during regular meetings.

Admissions Arrangements

We ensure that our inclusive admissions practice embraces equality of access and opportunity.

Our admissions form contains detailed sections/questions specifically on special educational needs and disabilities so that additional need/support is identified as early as possible.

We encourage parents/carers of children with needs to approach our SENCO for more information and discuss how their child's needs can be met.

For a child with complex needs (physical and/or medical) a risk assessment/care plan, additional training for staff and/or specialist equipment may be required before a start date at the setting can be agreed. (This can be read in conjunction with your Administering Medication and, if applicable, Children with Allergies Procedures).

Access for adults and children with a disability

Facilities

The specific arrangements and available facilities at the setting which enable access for disabled children and adults in the local community.

Access to premise facilities.

Adaptations

Reasonable adjustments/adaptations will be made, where appropriate, in accordance with the requirements of the Equality Act (2010).

Partnership with Parents

We work closely with parents/carers of children with special educational needs to create and maintain a positive partnership.

We ensure that parents/carers are informed at all stages of the assessment, planning, provision and review of their children's education.

We work in partnership with parents/carers and other agencies in meeting individual children's needs.

We consult with parents/carers at every level of intervention.

Updated In January 2024 by Setting SENCO

We discuss with parents/carers how they can support their child's progress at home.

We will explain procedures to parents/carers to develop a close working relationship.

We provide parents/carers with information on sources of independent advice and support e.g. The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) / Independent Parental Special Education Advice www.ipsea.org.uk / Contact a Family SEN Advice Service (0808 808 3555).

Evaluating the success of provision

To make consistent continuous progress in relation to SEN provision Babinos Mont. encourages feedback from staff, parents, and children throughout the year. This is gathered through parent questionnaires, staff surveys and child feedback.

Children's progress will be monitored on a termly basis in line with the SEN Code of Practice.

Interventions that are used to support pupils are monitored and evaluated to ensure children make good progress.

Confidentiality

We will respect parent's/carer's rights to confidentiality when supporting children with special educational needs.

All records will be kept accordingly with our Information Sharing & Record Keeping Policy

We will always discuss any possible referrals to other services with parents/carers to seek their agreement before we make such referrals.

All meetings with parents/carers other than the normal parent staff contact will take place in private. Staffs acknowledge our Confidentiality Policy and maintain this.

All our staff will need to be aware of any targets agreed for a child as they are all likely to be involved in supporting that child. However, all staff are also aware that their knowledge of these targets is privileged information which should not be shared with anyone without the permission of either the setting Manager, SENCO or parent/carer.

Staffing and Training

We provide in-service training for parents, practitioners, and volunteers.

We raise awareness of any specialism the setting has to offer (list any examples that staff have training and/or experience of using e.g., Makaton, PECS, Intensive Interaction etc.)

Updated In January 2024 by Setting SENCO

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

We raise awareness of any specialism the setting has to offer e.g., Makaton, pals, intensive interaction, bucket time, special time PECS etc.

The SENCO attends relevant SEN courses, Individual Support Plan meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. Bambinos Montessori Nursery attends all appropriate Local Authority training.

We recognise the need to train all our staff on SEN issues to support this professional development.

Curriculum, Resources and Learning Environment

We provide resources (human and financial) to implement our Special Educational Needs Policy.

Activities are planned and resources adapted and varied to meet a range of needs.

Bambinos maintains high expectations for all our registered children regardless the individual's needs. We do this by evaluating our environments regularly and adapting learning areas to allow all access to and from. Resources are not held back from children and staffs offer support to all giving children opportunities to develop and have better outcomes.

We have a varied list of extensive resources that are updated regularly. We also maintain an outstanding library resource of intervention activities and loan these to families.

We direct families to local library resources to support children's learning needs where possible.

Identification and Assessment

We ensure that children with special educational needs are appropriately involved at all stages of the graduated approach, considering their levels of ability.

We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress.

We use a system for keeping records of the 'assess, plan, do and review' for children with special educational needs.

We ensure that all staff are aware of the SEND Policy and the procedures for identifying, assessing, and making provision for children with special educational needs.

Parents are continuously kept up to date with regards to their child's progress by being included in ISP's, generally day to day activities and regular verbal and written communication via emails.

We undertake a progress check at the age of 2 which supplies parents/carers with a short summary of their child's development and is an opportunity to discuss any areas of concern in development.

The Graduated Approach

The Graduated Approach as outlined in The SEND Code of Practice 0 – 25 years (January 2015):

Below is the SEN Support that we provide for identifying and supporting children with SEN or disabilities within our setting:

Bambinos ensure that an effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Assess

We use initial observations and assessments from staff, information received from external resources and/or parental concern to support early identification.

We use on-going observational assessments linked to the Early Years Outcomes/Development Matters to support early identification of needs.

Plan

We use targeted plans to agree targets, interventions and support for a child identified with special educational needs with a child-centred focus and outcomes underpinning and informing the content of the plan.

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The SENCO will liaise with the child's parents/carers, together with the child and external agencies, if appropriate, in planning new targets.

We encourage parents/carers to attend targeted plan meetings.

Do

The Key Person will be responsible for working with the child on a daily basis

Our SENCO will support and oversee implementation of targeted plans.

Review

The SENCO will organise review meetings with parents/carers, Key Person and external professionals to monitor progress.

Request for Statutory Assessment

If a child is not making expected progress we will discuss requesting a Statutory Assessment in consultation with the parents/carers and outside professionals.

The Local Authority (LA) considers the need for a statutory assessment via the Pre-School & Foundation Panel, and if appropriate a multi-disciplinary assessment will be made.

Where the Local Authority decides to carry out an EHC plan needs assessment it will seek information from us about the child's needs.

Education, Health & Care Plan (EHC Plan)

EHC Plans will be reviewed at least every three to six months to ensure that provision continues to be appropriate.

Links with Support Services and other Agencies

Agencies presently used are:

The Early Years SEN Team (EY SEN Advisory Teachers & EY Specialist Practitioners)

Health Visitors

Speech and Language Therapy Service

Physiotherapy Service

Occupational Therapy Service

Local Children's Centre Staff

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We have a knowledge of local services e.g. Family Information Service & The Hounslow Local Offer

We work in partnership with parents and other agencies in meeting individual children's needs.

We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.

We can signpost parents to other professionals that may be able to help such as health visitor, speech and language therapist, children's centre and others.

London Borough of Hounslow Arrangements

Levels of support are available to our setting from the EY SEN Advisory Team

- Universal Support
- Training on SEN / Inclusion via Early Years and Childcare Service Training Calendar
- Four sessions of Hounslow SENCO training
- Termly SENCO Forums
- SEND Review through visits or cluster meetings
- Forms and templates provided by team
- General advice and support on emergency queries

Additional Funding Stream - SEN Inclusion Funding

A delegated inclusion budget for SEND is provided by Hounslow Local Authority.

SEN Inclusion Funding is a means of enabling settings to provide early intervention and promote inclusion for children identified with special educational needs and disabilities.

Requests for SEN Inclusion Funding are made by the early years provider.

Information on SEN Inclusion Funding can be found on the Hounslow Local Offer.

Additional Funding Stream – Disability Access Fund

The Disability Access Fund (DAF) is financial support in early years settings for three to four year olds with special educational needs or disabilities.

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It is available to children of three and four years of age who are in receipt of child Disability Living Allowance (DLA) and free early education entitlement.

£615 is paid once, annually, for each eligible child.

If the child uses more than one early years provider, the parent must choose which provider gets the funding.

If the child moves setting in the same financial year, the fund will stay with the designated early years provider, and the child will not be eligible for a new payment until the next financial year.

Information on DAF can be found on the Hounslow Local Offer.

For each eligible child, parents will need to:

- fill out a Parent Declaration Form provided by the early years provider.
- show their Disability Living Allowance (DLA) letter.
- The early years provider will then contact the Local Authority.

Transition Procedures

Supporting the transition of a child with additional needs from the current placement to a new placement is an important part of the work of the setting SENCO.

Successful transition for a child with additional needs means that they can be appropriately supported immediately upon starting at their new setting/school and will enable them to continue learning as effectively as possible.

We hold a transition meeting at the setting in the term/ 4 weeks prior before transition takes place.

An Early Years SEN Transition Form, containing relevant information on a child, is completed at the meeting.

Agreement to share information with next placement is discussed and obtained with parents/carers.

The Early Years SEN Transition Form, along with any relevant paperwork, is sent to next placement.

We liaise with the child's next placement and invite them to visit our setting to familiarise themselves with, and observe, the child and to share information in partnership with parents.

Complaints Procedure

We provide a complaints procedure.

Monitoring the Policy

We monitor and review our policy annually.

Updated In January 2024 by Setting SENCO

We monitor and review our policy, practice and provision and, if necessary, make adjustments.

We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

Further guidance

Special Educational Needs & Disability (SEND) Code of Practice 0 – 25 years (DfE & DoH 2015))

Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)

Equality Act (2010)

Early Years Foundation Stage Statutory Framework

Working Together to Safeguard Children (DfE 2020)

Other useful Pre-school Learning Alliance publications:

SEND Code of Practice for the Early Years (2015)

The Role of the Early Years Special Educational Needs Co-ordinator (SENCO) 2nd Edition (20