

ST. WERBURGH'S PARK NURSERY SCHOOL



Special Educational Needs and Inclusion Policy

HISTORY OF POLICY CHANGES

Date	Details of Change
November 2015	Names of staff in key roles updated
October 2017	No changes

**Date adopted by St. Werburgh's Park Nursery School Governing
Body October '17**

St Werburgh's Park Nursery School

Special Education Needs and Inclusion Policy

Rationale:

At St Werburgh's Park Nursery School we are committed to providing an environment in which all children, including those with special educational needs, are supported to reach their full potential.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys, men and women.
- Minority Ethnic and Faith Groups, Travellers, Asylum Seekers and Refugees.
- Children who are multi-lingual learners.
- Children with special educational needs: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical.
- Children who are disabled
- Those who are 'gifted and talented'
- Those who are 'looked after' by the local authority
- Those who are at risk of educational failure through extreme poverty or housing issues
- Those who have experience of trauma
- Those who experience social isolation for a variety of reasons.
- Others such as those who are sick, those who are young carers, those who are in families under stress, pregnant school girls and teenage mothers.

Aims

- We ensure our provision is inclusive to all children, including children with special educational needs and disabilities (SEND) and children looked after (CLIA).
- We ensure the views, wishes and feelings of the child and the parents are paramount. (Children and Families act 2014)
- We ensure that children and their parents participate as fully as possible in decisions; and are provided with the information and support necessary to enable participation in those decisions. (Children and Families Act 2014)
- We ensure that children and their parents are supported, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. (Children and Families Act 2014)

The SEN Co-ordinator and Lead for Inclusion is Mandy Collier-King.

Objectives

1. To ensure the SEN and Disability regulations 2014 and the Equality act 2010 are implemented effectively across the setting.
2. To ensure the required duties are implemented; to eliminate prejudice and discrimination and promote inclusive practice.
3. To ensure that our inclusive admissions practice ensures equality of access and opportunity.
4. To ensure full access to the curriculum through differentiated and personalized planning for all children, by class teachers supported by the SENCO, Early Years Practitioners and support staff.
5. To ensure children move on from us as confident and independent learners; transition is carefully planned to meet children's individual needs.
6. To ensure parents/carers are involved in plans to meet their child's additional needs.
7. To ensure the effectiveness of our special educational needs and inclusion provision by collecting information from a range of sources e.g. provision reviews, staff and management meetings, parental and external agencies views, inspections and complaints; these will be evaluated and reviewed annually.

Planning, Provision and Assessment

- All children will have access to a balanced and broad curriculum.
- Every teacher is responsible and accountable for all children in their class wherever or with whoever the children are working.
- Early identification, assessment and provision are vital. Class teams will identify children who may need additional support by using regular class assessment and record-keeping procedures. (please see Assessment Policy) Concerns may also be raised by parents and carers.
- Teachers will plan high quality differentiated activities in response to the individual additional needs and strengths of all children, using the characteristics of effective learning to reflect this.
- Teachers will make accurate, productive and ongoing use of assessment to ensure good progress and outcomes for all children.
- The teacher remains responsible for working with each child with additional needs.
- Teachers will make effective use of their knowledge of each child's learning to plan their next steps, ensuring gaps are closed and good progress is made.
- Once a potential additional need is identified, school should take action to remove barriers to learning and put effective special educational provision in place.
- This **SEN support**, takes the form of a four part cycle: **assess, plan, do, review**. This is known as the Graduated Approach.
- Our Provision Plan will show how children will access the range of available support strategies and will evaluate the effectiveness of this provision. It will be tailored to meet children's individual needs, including the learning environment.
- Learning opportunities will be interesting and effectively differentiated, personalised and teaching styles will be diverse.

- Children with, or who may need, an Education, Health and Care plan at nursery school, will have their progress reviewed with parents/carers and involved professionals annually.

- All children will be actively supported by adults to play and learn alongside each other to ensure effective equality and inclusion.

The expertise and training

- St Werburgh's Park Nursery school is committed to providing high quality support for children with specific additional needs.
- We have an experienced SENCO who leads at a strategic level.
- We have a skills audit to identify the experience and expertise of the staff at our setting.
- Where gaps are identified in meeting specific needs, CPD training is planned for and delivered.

Access of outside agencies and services.

- We liaise with other professionals involved with children with additional needs and their families, including transfer arrangements to other settings and schools.
- Where a child continues to make little or no progress, despite well founded support that is matched to the child's area of need, we will consider involving specialists, including those from outside agencies.
- Parents/carers are consulted before any outside agency is involved.
- Parent/carers are able to make independent referrals to their doctor or health visitor.
- We will focus on positive outcomes for each child by rigorously monitoring and evaluating the additional support provided.
- We are committed to collaborative working with outside agencies under the support of the "Education and Health Care Plan".

Arrangements for Partnership with Parents/Carers

- Staff and parents/carers will work together to support children identified as having additional needs.
- We will meet parents/carers regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help them and identify the responsibilities of the parent, the child and the nursery school.
- Home visits, carried out before children are admitted to the nursery, provide an early opportunity for parents/carers to discuss their child's progress.
- Regular communication between nursery school and home will ensure that concerns are promptly acted upon.

Admission arrangements

- We have an Admissions Panel to ensure equality of opportunity.
- Each child's induction into nursery will take into account the "unique child".
- The settling in process can be adapted to meet the individual needs of the child and family; children with a high level of need will have a 'Positive + Safe Entry Plan' which clearly identifies actions that must happen before a child takes up their place.

Dealing with complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO +/- or the Headteacher who will try to resolve the situation
- If they continue to have concerns we provide a complaints procedure.

The development and monitoring of the school's work on inclusion will be supported by the Inclusion governor. Evaluation and review of the impact of this policy will be carried out annually.

Reviewed September 2016