

## Stepping Stones Pre-school Inclusion Policy

### Definition of Inclusion

'The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life'

### Definition of Special Educational Needs (SEN)

A child has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. (SEN Code of Practice 2014) For children of two or more, special educational provision is educational provision that is additional to or different from that made generally to other children of the same age by relevant early years providers. For children under two years of age, special educational provision means educational provision of any kind.

SEN Code of Practice 2014

### Definition of Disability SEN Code of Practice 2014

Many children with SEN may have a disability under the Equality Act 2010 - that is 'a physical or mental impairment which has a long-term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments, such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will be covered by the SEN definition.

In everyday, practical situations, the best early years settings do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes, irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child.

SEN Code of Practice 2014 1.34

The Early Years Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the nursery.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

Children may have Special Educational Needs either throughout or at any time during their nursery development. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

### **Aims and objectives**

The aims of this policy are:

- to create an environment that meets the Special Educational Needs of each child;
- to ensure that the Special Educational Needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's Special Educational Needs;
- to enable all children to have full access to all elements of the nursery's curriculum;

- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

At Stepping Stones Pre-school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our nursery community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Identifying and assessing SEN for young children whose first language is not English requires particular care. Early year's practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

Staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life

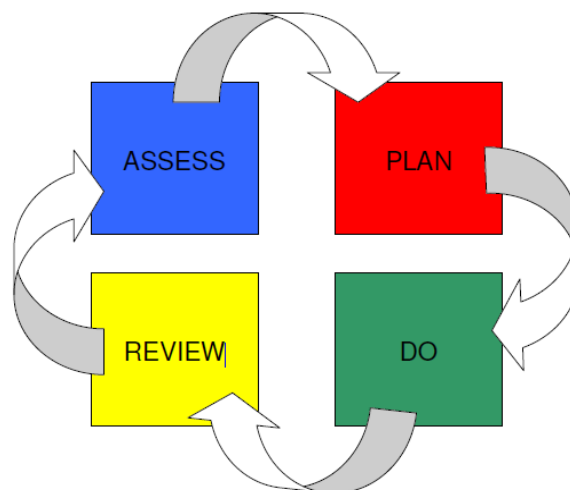
Some children will start the setting with an identified SEN or disability.

1. If parents already have information from other professionals involved with the child's developmental progress, we will seek permission to view these so that we can coordinate the approach within the setting.
2. We will plan for any additional arrangements needed for transitioning into the setting e.g. for settling in, obtaining specialised equipment/ resources or employing additional staff.
3. We will combine the child's support plan from other professionals with our intervention plan to ensure the child's needs are met and progress is made within the setting. We will write a care plan when there are medical needs.

Some children will emerge as having a special educational or additional need once they are attending the setting.

1. Once we have tried support through our usual provision and we are still concerned about a child's progress, we will plan an appropriate and personalised way of discussing concerns with the parent/carer.
2. We will engage with the parents and will gain permission to put in additional or different support. We will discuss the involvement of other agencies/ professionals to support the family, the child and setting staff.
3. In collaborating and working effectively with parents, we will promote participation and agreement in setting targets. The setting and the parents can implement these planned interventions and strategies together. We will document these as an Individual Education Plan (IEP), Action Plan or Behaviour Plan. It will include specific actions, which are different from or additional to our usual planning to support the child. We will be clear about our success criteria (what we expect the child will be able to achieve) within a time frame (usually six weeks) and evaluate them regularly, showing whether or not targets have been met

### The graduated approach



The 'graduated approach' has four stages of action:

Assess

Plan

Do

Review

**The SEN Code of Practice 0-25 (April 2014) states:**

*All early years providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The EYFS framework also requires practitioners to review children's 'progress and share a summary with parents. In addition, the early years outcomes is an aid for practitioners, including childminders, nurseries and others such as inspectors, to help them understand the outcomes they should be working towards.*

**5.40 of the code of practice says.**

*Where it is decided to provide SEN support and having formally notified the parents, the practitioner and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child.*

*The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge.*

*Any related staff development needs should be identified and addressed.*

**A plan should include information about:**

Targets

Strategies

Provision/resources

Planned review date

Success criteria

Outcomes

**5.28 of the SEN Code of Practice states:**

*From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development.*

*Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.*

**The Plan**

- Should be an assessment, planning, teaching and reviewing tool
- Should underpin the process of planning intervention for the individual child with SEN
- Should set out "Why there is a need", "what" should be developed and "how" it should be addressed and "how often"

- Is the structured planning of the differentiated steps and requirements needed to help the child achieve identified targets.
- Is a working document for all setting staff
- Must be accessible and understandable to all concerned

#### It should contain

- Short term targets set for the child
- The settings strategies to be used
- The provision to be put in place
- When the plan is to be revised
- Assessment opportunities.
- Success or exit criteria - Outcomes

#### **5.32 of the SEN Code of Practice states:**

*Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support - see Chapter 6, paragraph 6.28 onwards, for a fuller explanation:*

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

**Planned targets** should be SMART and should provide an appropriate level of challenge. The child's strengths should underpin the targets and strategies

**S**PECIFIC

**M**EASURABLE

**A**CHIEVABLE

**R**EALISTIC

**T**IME LIMITED

#### **SUMMARY - A GOOD PLAN SHOULD**

- BE EASY TO USE
- FOCUS ON KEY DIFFICULTIES
- INCLUDE 2-4 SPECIFIC MEASURABLE TARGETS
- INVOLVE PARENTS
- MONITOR PROGRESS
- BE REGULARLY REVIEWED
- LINK WITH EXISTING PLANNING
- BE IMPLEMENTED BY ALL STAFF WORKING WITH THE CHILD

#### **In addition, plans should:**

Identify the child's needs

Involve parents (saying how)

Specify the 'additional to' and/or 'different from' elements  
Set who is involved in providing help and support  
Be reviewed at least termly, preferably half-termly  
Take into account information from other professionals

**5.34 of the SEN Code of Practice states:**

*Reviewing the effectiveness of interventions in enabling children to make progress can itself be part of the assessment of need, informing the next steps to be taken as part of a graduated approach to support... It may be necessary to test out interventions as part of this process, both to judge their effectiveness for the child and to provide further information about the precise nature of their needs.*

For some children, planned interventions and the cycle of assess, plan, do and review will be sufficient in ensuring their individual needs are met and they make reasonable progress. We understand that it is important to keep the dialogue and discussions with parents, so they feel fully informed.

For other children, further support from specialist agencies may be required. Parental permission will be needed to involve sources of specialist advice, resources, training etc. e.g. Speech & Language Services, ASD Specialist Support Teams, Paediatrician, Portage, and Physios etc.

At all stages of the process we will consider if the family needs additional support with a possible assessment through the Early Help assessment or direction to the Local offer service at NCC.

### What does the Local Offer do?

#### The Local Offer:

- improves choice and transparency for families
- helps professionals to understand the range of services and provision available locally
- improves joint commissioning arrangements for services by setting out in a single place what is available locally

We work together with children and young people, parents and carers and with local services, including the voluntary and community sector, to develop our offer and keep it under review.

The Local offer covers:

- special educational provision
- health provision
- social care provision
- other educational provision

- training provision
- arrangements for children and young people to travel to schools, colleges and early years education
- leisure and sports opportunities
- preparing for adulthood information

### Complaints

The complaints procedure for SEN will follow the pre-school's complaints procedure. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with their child's keyworker. If a concern continues then the SENCo will discuss this with parents / carers.

### The Role of the SENCO

The EYFS framework requires early years' providers to have arrangements in place for meeting children's special educational needs. Those in a group provision are expected to identify a SENCO and the role is defined on p89 of the Special Educational Needs and disability code of practice: 0-25 years.

The SENCO must:

- have completed the 2-day setting SENCO training offered by Northamptonshire Early Years
- be aware of the Special Educational Needs and Disability (SEND) Code of Practice 0-25 2014. Statutory guidance particularly Chapter 5
- be aware of the Equalities Act 2010 outlined on page 16 (xix) of the Special Educational Needs and Disability (SEND) Code of Practice 0-25 , 2014
- be aware that all settings should have arrangements in place to support children with SEN or disabilities.
- be aware that they setting should provide information for the 'Local Offer' and ensure this information is regularly reviewed and updated.

### An effective SENCO:

- starts by thinking about the unique child
- believes in every child as an individual who has the potential to develop
- has patience and tenacity
- captures the child's and family's voices
- is empathetic
- is a good listener



### The SENCo should know or know how to find out about:

- the needs and background of individual children with additional needs
- the strategies and techniques of how to support individual children with additional needs
- outside agencies that can give you advice and support
- where to build your knowledge of supporting children with additional needs
- where to obtain useful resources

### The SENCO will have to :

- have regard to the SEN code of practice
- implement the SEN policy
  - maintain ongoing good relationships with parents/carers of children with additional needs
- liaise with other professionals from other agencies e.g. SALT, Educational Psychologists and Children's Centres etc.
- work closely with key people
- give advice and support to colleagues within the setting
- ensure that individual children's support plans are written, followed and evaluated
- attend cluster groups and training sessions
- organise, and possibly plan and deliver, in house training (e.g. epi pen training, cascading training) attend meetings e.g. FSP, EHCP, LAC, Section 17/47 etc.
- ensure that the setting Inclusion Log is kept up to date
- help with any funding applications
- organise smooth transitions for children with additional needs