

LILLIAN DE LISSA NURSERY SCHOOL AND CHILDRENS CENTRE
INCLUSION AND SPECIAL EDUCATIONAL NEEDS AND DISSABILITY POLICY

SENCO: Sarah Roberts SEND Governor: Lorna Rose

We value every child's story...

At Lillian de Lissa Nursery School and Children's Centre we believe that every child is entitled to an education that allows them to achieve well in an educational setting that meets their individual needs.

In line with the Code of Practice (2014) at Lillian de Lissa Nursery School and Children's Centre...

- All children have a right of full access to a broad, balanced, relevant and differentiated curriculum.
- All children have a right to expect to learn in a caring, considerate and inclusive environment where the staff and children are all valued for their contribution to school life.
- All children are entitled to an education that meets their individual needs and allows them to achieve the best possible outcomes.

We are committed to...

- The early identification of additional needs.
- Working in partnership with parents.
- Providing, within available resources, the highest possible quality support and inclusive education for all children.
- Providing a high quality, accessible learning environment for all children both inside and outside.
- Ensuring that all children's progress is monitored, recorded and reviewed.
- Recognising the rights of the child and ensuring that inclusion and equal opportunities are embedded in our practice.
- Providing opportunities for staff to receive relevant training.
- Providing an effective and meaningful learning environment where all children are respected and encouraged to reach their potential.

Respecting every child's rights...

Article 3 - The best interests of the child must be a top priority in all things that affect the child.

Article 12 - Every child has the right to have their say in all matters affecting them, and to have their views taken seriously.

Article 23- A child with a disability has the right to live a full and decent life with dignity and independence.

Article 28 - Every child has the right to an education.

Article 29 - Education must develop every child's personality, talents and abilities to the full.

We are an inclusive setting...

Birmingham City Council has a vision of equality and fairness. Active promotion of inclusion for all children is an important part of this vision as it gives every child the same entitlement to educational opportunities.

To achieve inclusion for everyone, schools need to:-

- ❖ Identify their current position with regard to inclusive thinking and practice and identify action needed to develop further.
- ❖ Monitor and evaluate progress towards inclusion.
- ❖ Develop the confidence and skills of all staff members to support this process.

The Disability Discrimination Act 2001 came into effect in Nursery Schools in September 2002. This Act makes it unlawful to treat disabled children 'less favourably' for reasons related to their disability.

Inclusion is meant in the widest sense. It incorporates children and young people as well as the rights of parents/carers, students and all staff. It includes individuals with special educational needs and/or a disability, as well as those from minority ethnic groups and any other diverse cultural groups.

Inclusion also includes those who speak English as an Additional Language (EAL) and children in Local Authority Care (Looked After Children). Those with specific medical needs or suffering from low emotional well being are also included.

Inclusion also incorporates the rights of the child and equal opportunities, as well as any other groups at risk of exclusion or social exclusion.

The school acknowledges the vital role we play in early identification and assessment of children with special educational needs and we aim to offer inclusive education to all children including those with additional needs.

Specific Roles and Responsibilities

Head Teacher - Mandy Cryan

SENCO - Sarah Roberts

Governor with responsibility for SEND - Lorna Rose

The Headteacher maintains overall responsibility for pupils with special educational needs.

The SENCO works with the Headteacher and Governing Body to determine the strategic development of SEND policy and provision in the school.

The SENCO is responsible for overseeing the day-to-day operation of the school's SEND policy and coordinating the provision of education for pupils with SEND.

The role of the SENCO is to:

- Liaise with parents/carers, offering advice and support whilst also ensuring open and honest communication.
- Liaise with other professionals and outside agencies
- Provide professional guidance to colleagues, ensuring all practitioners in the setting understand their responsibilities to children with SEND
- Coordinating provision for children with SEND. Which will include work with Learning Support assistants/teaching assistants and teachers to ensure high quality, effective interventions are in place and are monitored regularly as part of the graduated approach.
- Ensure appropriate records are kept for children requiring SEN support, including background information from parents and previous settings.
- To liaise with SENAR to request Education, Health and Care Assessments and Plans. (EHCP)
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Gaining funding from Inclusion Support in the Early Years (ISEY)
- Providing behaviour support including Individual Behaviour Plans (IBP's) and Team Teach.
- Plan for transitions, liaising with future settings, ensuring that children and families are fully prepared.

The role of the class teacher/Key workers:

- Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.
- To support the early identification process through the graduated approach.

The role of the Governing Body:

The governing body work with the Headteacher to determine appropriate staffing and funding arrangements for Special Educational Needs. The appointed SEND Governor works with the school in supporting the development of high quality provision and evaluating the impact for pupils with SEND.

Sarah Roberts is a qualified teacher and the school's Deputy Headteacher, she completed her SENCO award in August 2014. Our named governor for SEND is Lorna Rose, who is also the school's artist in residence. They ensure that the schools SEND and Inclusion policy works within the guidelines of the SEND Code of Practice (2014), the Local Education Authority, other policies within school and the UN convention on the rights of the child.

Admissions Arrangements

We aim to be a setting which is fully inclusive and non-discriminatory, all children, including those with SEND are welcome to attend Lillian de Lissa Nursery School and Children's Centre. The Equalities Act (2010) states that all Early Years providers must "not discriminate against, harass or victimise disabled children, and the must make reasonable adjustments to prevent them from being put at a disadvantage"

Our Nursery School follows Birmingham City Council admissions policy for nursery classes and schools. (Please see our admissions policy). The school is able to make provision for children with additional needs provided it is in the best interests of the child, and also of the other pupils. This may involve the need for extra staffing.

Full time places are currently allocated following criteria for 30 hours free childcare for working parent(s) of children aged 3-4

The eligibility for the 30 hour free childcare is:

- Your child will have their 3rd birthday between 1st September 2016 and the 31st August 2017
- Both parents must be working - or if you are a single parent, then you must be working.
- Each parent earns, on average, a weekly minimum equivalent to 16 hours at National Minimum Wage or National Living Wage.
- Parents must have an annual income of less than £100,000.
- You live in England.

Criteria for identifying which children are eligible for a two year old funded early education place

- Universal credit.
- Income support.
- Income-based Job Seekers' Allowance.
- Income-related Employment and Support Allowance (If you are unable to work due to illness or a disability).
- Support under Part VI of the Immigration and Asylum Act 1999.

- The *Guarantee element of the State Pension Credit; or Child Tax Credit*, provided they have an annual gross income of no more than £16,190 as assessed by Her Majesty's Revenue and Customs (HMRC).
- *Working Tax Credits* (including those in receipt during the four-week period immediately after their employment ceases, or after they start to work fewer than 16 hours per week) with a household income of less than £16,190 as assessed by HMRC.
- The child is looked after by their local authority.
- The child who has left care through special guardianship or an adoption or child arrangements order.
- The child has a current statement of special educational needs or an Education, Health and Care plan.
- The child is entitled to Disability Living Allowance.

Identifying Special Educational Needs

Children and young people with SEN may require extra help due to a range of needs. The 0-25 SEND Code of Practice (2014) describes four broad areas of need:

- Communication & Interaction
- Cognition & Learning
- Social, emotional & mental health difficulties
- Sensory and/or physical needs

Some children may have needs that cover more than one of these areas, at Lillian de Lissa, in line with the Code of Practice (2014) we plan the educational provision based on individual children's strengths and needs. Children's needs are considered as part of a holistic approach.

A disability is described in law (Equality Act 2010) as a "physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day today activities".

Identifying that a child needs additional support may happen in a number of ways:

- We recognise the important role our school plays in the early identification and assessment of children with special educational needs.
- We work very closely with the Family Support team at Lillian de Lissa Children's Centre to ensure early identification. Children's needs may be identified when they attend CC groups.
- Home visits are carried out before children start attending the nursery.
- Staff can raise concerns about individual children by completing an 'Initial concerns' form.
- Health visitors and GPs often raise concerns and liaise with the Nursery.

Monitoring and supporting children with SEND - A graduated approach

Assess, Plan, Do, Review

As outlined in the Code of Practice (2014) We have adopted a graduated approach with four stages of action:

Assess:

In identifying a child as needing SEN support, the nursery team (teachers, key workers, teaching assistants) will work with the SENCO and the child's parents to carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, the SENCO will request permission from the parents to involve outside agencies in specialist assessments.

Plan:

Where it is decided to provide SEN support, and having formally notified the parents, the nursery team and the SENCO will 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 will take into account the views of the child. The support and intervention provided will 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.

Parents will be involved at every stage of the process and will be given advice and support on how they can contribute to their child's progress and development at home.

Do:

The child's key worker and/or teaching assistant (supported by the class teacher) will be responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO will support the practitioners involved in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review:

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The SENCO and the child's parents will meet to evaluate the quality and impact support. The child's views will also be taken into account. Changes to the outcomes and support will be agreed in light of the child's progress and development.

Parents will be given clear information about the impact of the support provided and will be involved in planning next steps. At each stage parents will be given the opportunity to engage with the setting and contribute their insights to assessment and planning. Intended outcomes will be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

The SENCO will co-ordinate and lead this process, ensuring that the cycle of action is revisited regularly to identify the best way of securing good progress. The SENCO will support individual practitioners and will ensure that the Nursery team are informed by EYFS materials, the Early Years outcome guidance and Early Support resources.

Education, Health and Care Plans

On some occasions, despite the Nursery School having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the SENCO may need to request an Education Health Care Plan because the child has not made the expected progress and/or requires additional support.

If the School or parents feel that an EHCP is required the SENCO will arrange a Team Around the Child (TAC meeting) and prepare a EHCP Request, which complies reports from outside agencies and information from the school and parents. If parents and professionals agree that the information in the TAC report meets the EHCP criteria then a request is made to SENAR.

If SENAR decides that there is sufficient need for statutory assessment further evidence will need to be collected by the school. The SENCO, in consultation with the staff, parents and outside specialists will write a further report considering the child's needs now and in the future. A principle officer from SENAR will then arrange a meeting with the child's parents, SENCO and outside agencies to review the draft EHCP. If all parties agree that the information in the draft EHCP is correct the EHCP is produced.

The SENCO will support parents through every step of this process, ensuring that the views of the child and the parents is heard.

When appropriate we may also access Birmingham's 'Local Offer' to see what help is available. The Local offer published by Birmingham Local Authority identifies education, health and social care services provided for children with SEND.

<https://childrens.mycareinbirmingham.org.uk/local-offer-main-page.aspx>

Working with outside agencies and specialist support services

The school recognises that to provide a fully inclusive and supportive environment there is a need to work with the full range of support services and external agencies. The school has developed positive working relationships with many support agencies and health services where support and advice is regularly requested. We receive referrals for places and support particularly from health visitors who identify Lillian de Lissa Nursery School as a setting which will welcome all children.

We are committed to working with others, sharing expertise, responsibility and information.

We meet at least termly with our Educational Psychologist, Rebecca Pearson and our Communication and Autism Team Support worker, Michelle Williams.

We also work with a range of other specialist support services:

- Sensory support team
- Physical support service
- Speech and Language Therapists
- Physio Therapists
- Occupational Therapists
- Conductive Education
- Child development Centre practitioners
- Health visitors
- Early Support workers
- Pre School Learning Alliance

Consent is always obtained before referrals are made to outside agencies. Parents are made aware of any involvement from an outside agencies and are provided with relevant information and advice.

We respect everyone's right to confidentiality and will always seek permission to share information with other agencies regarding a child's needs.

Access and the Learning Environment

We work as a staff team to adapt the environment to meet the needs of the children who attend, we seek the advice of outside agencies in order to meet the needs of all individuals, making changes and reasonable adjustments where necessary.

We aim to ensure that the premises is fully accessible to both children and adults. In ensuring access for all we consider the following - width of corridors and doors, ramps, lighting, colour schemes, furniture, sensory areas, use of space, changing/toilet facilities, accessible outdoor play space and resources that all children can use.

As part of our school ethos, we see the environment as a tool for supporting learning and developing skills and ideas, we therefore plan the environment carefully in order to maximize learning opportunities, build confidence and facilitate independence.

An access audit of the premises has been carried out and work carried out to address any action identified.

Accessibility audit to be carried out September 2017.

Curriculum

We follow the EYFS, adapting and differentiating activities to ensure all children are able to access all areas of the curriculum. We ensure planning is based on assessments, observations and children's individual learning styles and needs. We aim to remove barriers to learning by setting realistic but challenging goals.

Resources

All pupils have access to a wide range materials and resources, differentiated where appropriate to meet the needs of individuals.

Staff are involved in discussion and the selection of appropriate materials and their most efficient use. We may borrow resources from specialised services where appropriate. Resources are often recommended by outside agencies and are bought by the school from the allocated budget to support individuals or groups of children.

Time is one of the most valuable resources and needs to be allocated to staff when they are involved in working with others who are supporting children with additional needs. This enables effective implementation, the development of Support plans and parent partnerships.

Staffing

All pupils have a key worker who is responsible for their care and education on a daily basis, however it is part of our school ethos and inclusive practice that meeting the needs of children with SEND is the responsibility of all staff.

It may be appropriate for some children with SEND to have a specific support worker who will work with them on a 1:1 basis. Some children will need this support at all times, others may have certain times of the day when 1:1 support is required for example during focussed learning time. The need for 1:1 support is considered on an individual basis and may be dependent on allocated funding. (ISEY, Crisp)

Training

Whole school training is planned based on the needs of individual or groups of children in a particular cohort. It may also be appropriate for individual members of the staff team to have external training which is then disseminated to the whole staff team. The SENCO leads staff meetings around SEND and inclusion, this may include discussions and planning around a particular area of need or an individual child. SEND is a regular item in the SMT agenda to ensure that all staff throughout the nursery have an understanding of the children's needs and the provision we offer as a school.

Medical Needs

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support children with medical conditions. Where a child requires an individual health care plan then this is developed in partnership with parents and the relevant agencies or professionals responsible for the long term medical care of the child. We refer to statutory guidance supporting children in nursery/school with medical conditions (DfE, 2014).

Partnership with Parents

The school values its close partnership with parents and it is the school's policy to involve parents in their child's education as much as possible.

This is achieved by :-

- Parents having access to staff informally on a daily basis.
- Parents have the opportunity for a confidential meeting with members of staff on request.
- Parents are invited to meetings concerning their child and their views are recorded.
- Parents are invited into school when any support from other agencies may be used i.e. health checks.
- Parents are invited to open afternoons/evenings to discuss their child's progress and development. They also have access to children's records and learning journals.
- Parent meetings/workshops are held regularly focusing on areas of the curriculum.
- Parents are made welcome and are able to use the staff room for meetings or for informal discussions with staff.
- The school has a parent's noticeboard and information stand providing information on support services and voluntary organisations.

The success of our SEND/Inclusion policy is based on the staff team working together to meet the aims set out in the policy. Whole school development, training and discussion will inform changes in our practice that may impact on the policy and it is therefore a working document that may change over time, influenced by staff, advice from our partners in outside agencies and parents.

Our Inclusion and Special Educational Needs Policy will be reviewed annually and up dated, taking into account current legislation/guidance.

Links to other policies and documents:

- Accessibility Plan
- Safeguarding Policy
- Information Sharing Policy
- Behaviour Policy
- Equal Opportunities policy
- Lillian de Lissa Nursery School - Our Local Offer
- Children and Families Act 2014
- SEND Code of Practice 2014
- Equality Act 2010

- Keeping Children Safe in Education
- The Statutory Framework for the Early Years Foundation Stage 2017

Date established: July 2017

Date for Review: July 2018