



Special Educational Needs and Disability (SEND) and Inclusion Policy

Rationale (beliefs shared by the setting regarding SEND)

Bishopston Beanstalks is committed to providing a high quality care and education to all children. We believe that all children, including those identified as having special education needs, have a common entitlement to a broad and balanced academic and social curriculum that is accessible to them and to be fully included in all aspects of the pre-school.

We believe that all children should be equally valued in our setting. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. We value, respect and work in accordance with the Special educational needs and disability code of practice 0 - 25 years (DFE 2014).

Bishopston Beanstalks is committed to inclusion. We strive to develop policies and practices that include all children and their families.

Our admissions policy reflects our beliefs that no child with SEND will be discriminated against. We aim to engender a sense of community and belonging and to offer new opportunities to all children and their families who may have experienced previous difficulties. This means that we respond to children and their families in ways that take account of their varied lives, experiences and needs.

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 – including the learning environment they experience in our setting.

We recognise that children learn at different rates and that there are many factors affecting achievement, including; stage of development, emotional state, age and maturity. We believe that many children, at some time may experience difficulties which affect their learning and we recognise that these may be long or short term.

In accordance with the Equality Act (2010) we aim to identify these needs as they arise and provide teaching and learning contexts that enable every child to achieve to their full potential.

Objectives of the policy

- To ensure the SEND and Equality Acts and relevant Codes of Practice and guidance are implemented effectively across the centre.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against children identified with 'special educational needs'
- To continually monitor the progress of all pupils to identify needs as they arise and to provide support as early as possible.

- To provide full access to the curriculum through differentiated planning by key workers, the Beanstalks' team, the Senco and support staff as appropriate. To provide specific input, matched to individual needs, in addition to differentiated provision, for those children identified as having an additional need.
- To ensure that children with SEND are perceived positively by all members of Beanstalks and that the SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them where possible.
- To enable children to move on from us well equipped for the transition process to their next setting.

Working in Partnership with Parents and Carers

It is fundamental to develop mutually respectful relationships with parents and carers, valuing the knowledge that they have of their child and acknowledging that every child is unique. Working in partnership ensures that families feel involved in their child's care and feel comfortable to express their thoughts and feelings.

- Staff and parents/carers work together to support children identified as having additional needs.
- **Parents/carers are involved at all stages of the education planning process.** Regular opportunities are provided by the key person and SENCO, to meet parents/carers whose children are identified as having an additional need.
- In partnership with parents/carers we share their child's strengths and any areas for development. Achievable shared goals are agreed upon which enable a consistent approach at home and at the setting that meets the child's needs.
- Ideas and materials for supporting learning at home will be discussed and shared with parents and carers for example; visual timetables.
- Parents/carers and key person are clearly informed about the action to be taken and the way in which outcomes will be monitored and reviewed.
- I.E.P. targets may include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. I.E.P.'s and reviews will be copied and given to parents/carers after the meetings.

Listening to Children's Views and Involvement of the Child

Whilst recognising that it is often difficult to ascertain the views of very young children; staff will encourage their contributions, particularly when establishing individual programmes to support learning. Staff should ensure that all possible information is gathered from children, enabling them, for example, to express their feelings and identify personal preferences and interests. The involvement of children will contribute to the relevance of any programmes developed and implemented, maximising opportunities to incorporate their views and progress their learning.

Role of the SENCO

Rhian Gillespie is the named SENCO at Bishopston Beanstalks Pre-School. The Special educational needs and disability code of practice 0 - 25 years (DfE 2014) states that the named SENCO should have responsibility for:

- providing up to date and relevant information with regards to the Code of Practice.
- advising and supporting all staff in identifying children with Special Educational Needs and Disability.
- supporting staff with meeting these children's needs.
- liaising with parents/carers and other professionals in respect of children with special educational needs and disability (SEND)
- working with parents/carers and staff to implement a graduated approach, including ensuring that IEPs and inclusion plans are in place.

- identifying training needs of staff both to extend their own professional development and to ensure 'tailor made' training which is need specific is available when appropriate.
- ensuring that relevant background information about individual children with SEN is collected, recorded and updated
- ensuring that appropriate Individual Education Plans (IEPs) and Inclusion Plans are in place.

Identification and Assessment Arrangements, Monitoring and Review Procedures

Bishopston Beanstalks' system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing and who may have additional needs.

Our setting gathers information from:

- Observations by key person of play, interaction and learning
- Progress reviews with parents/carers
- Observations of behavioural, emotional and social development by key person
- An existing Education Care and Health Plan (EHCP)
- Assessments by a specialist service such as Health, Educational Psychology, Speech Therapist identifying additional needs
- Another setting which has identified or has provided for additional needs
- Cohort tracking which takes place three times a year

Based on the setting's observations and assessment data and following a discussion between the key person, SENCO and parent, the child may be recorded as needing:

- Additional differentiated SEN support and adapted provision through the graduated approach.

SEN Support through the Graduated Approach

Every child is unique with a unique set of needs. These are identified and differentiated learning opportunities are planned for throughout the child's sessions at the setting. Next steps are identified by the key person to ensure their needs are met and progress made. The differentiation may involve modifying learning intentions, teaching styles, providing different materials/resources and access strategies.

Monitoring Observations of progress will be carried out by the SENCO/ key person and used to inform future planning and recorded in learning diaries. The child's progress is **reviewed** on a regular basis and a decision made about whether the provision and strategies in place are supporting progress towards the targets set at a particular level of intervention.

It is important in the early years that there is no delay in making any necessary special educational provision. Early action to address identified needs is critical to future progress and improved outcomes that are essential in helping a child to prepare for adult life.

When a child has been identified as having SEND the setting works in partnership with parents to establish the support the child needs. In line with requirements of the SEND Code of Practice 0-25 (2014) a graduated approach is adopted with four stages of action:

- assess
- plan
- do
- review

Assess

When identifying a child as needing additional support, the key person, working with the SENCO and the child's parents, will have carried out an analysis of the child's needs. An initial plan of differentiated provision and support will be agreed. 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, more specialist

assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. A referral may be made, by the SENCO, to outside professionals for further specialist assessment and advice, with the parent/carers' consent.

Plan

If further support is needed a Support Plan meeting is arranged by the SENCO for parents/ carers, key people and any outside professionals working with the child. A Support Plan is completed by the SENCO which gives details of the child's strengths, interests and needs, parent's views and aspirations, and an action plan.

The action plan will record the agreed actions, interventions and support to be put in place, who is responsible for actions, and set a clear date for review.

An Individual Education Plan (IEP) or Inclusion Plan will be completed by the Key Person and SENCO as part of the action plan, and will include agreed targets and objectives.

Parents will be involved in action planning and support and, where appropriate, in reinforcing the provision or IEP or contributing to progress at home.

For some children additional adult support will be required. The Support Plan is used to make an application for additional funding to the Early Years SEND Panel, and is made by the SENCO.

Additional funding is allocated to early years settings for individual children based on evidence and information supplied through the Support Plan, an Individual Referral Form, an Individual Provision Plan, and reports and advice from outside professionals. A specific banding or level of funding is agreed by the panel using the Early Years Bristol Universal Descriptors which relate to each specific area and level of SEN need. When a level of funding has been allocated this allows staffing ratios to be enhanced to support the specific needs of individual children. Additional funding is currently reviewed on a 6 monthly basis and requires a review of the Support Plan to be resubmitted to the Early Years SEN Panel.

Do

The key person and/or inclusion support worker, works alongside the child. With support from the SENCO, they oversee the implementation of the interventions or programmes agreed as part of the IEP or Inclusion Plan. Practitioners record learning and progress through observations detailing significant learning and development for the child's learning diary and for SEN monitoring purposes.

The SENCO supports practitioners in assessing the child's response to the action taken, in problem solving, next steps and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress is reviewed regularly in line with agreed time frames. The impact and outcome of IEPs and Inclusion Plans are evaluated by practitioners and the SENCO, alongside the child's parents/carers, and take into account the child's views where possible. Any changes to support for the child in light of the child's progress and development are discussed and agreed at review meetings.

The parent/carers voice is key to the review process and they should have clear information about the impact of the support provided and be involved in planning next steps.

Applying for an EHC assessment

If after tailored provision and employing a graduated provision approach, a child still needs substantial additional support, under the Code of Practice, an Education, Health and Care plan (EHC plan) can be requested. The EHC plan has a legal basis and is drawn up in conjunction with parents by the local authority once an assessment process is completed. An EHC plan is designed to support a child to achieve the best outcomes possible. The plan records what support and provision is needed to help the child achieve the desired outcomes. The plan may include social care, as well as health and education needs.

Transitions

When children with additional needs move on to another setting we encourage the setting to visit the child at our setting and to have a handover discussion with the key person. Any relevant documentation is passed on, for example; The Support Plan, the last IEP and any reports and advice from outside professionals. The child's learning diary is passed on to the parents/carers.

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Levels of support for transfer for children with additional needs

The level of support needed at transfer will depend on the specific needs of the child transferring and how additional and different the provision will need to be. This will include:

- Sharing up-to-date and detailed records with the next setting
- A visit and a discussion with the key person from the next setting
- A transition meeting in partnership with child's parents/carers, key staff at the setting, the SENCO and any other professionals that are involved: where the needs of the child are shared, necessary resources can be considered and strategies for smooth transfer are put in place.
- An annual review for a child with an EHCP. This multi-agency process is similar to the transfer meeting outlined above and involves the sending and receiving setting, parents/ carers and any other professionals that have been involved.

Bishopston Beanstalks Arrangements for SEND and Inclusion In-service Training

The SENCO will attend regular cluster meetings to update and revise developments in Special Needs Education, Disability and Inclusion.

Our pre-school has a commitment to training in all areas of practice and we attend training relevant to inclusion and meeting the needs of children with SEND to increase access opportunities. We will seek and attend training, advice and information in relation to individual children as appropriate.

The Complaints Procedure

Any complaint should be made following the Complaints Procedure contained in Bishopston Beanstalks' Policies and Procedures and displayed in the setting.

The Office for Disability Issues (Tel: 0845 604 6610) provides information and guidance on the Equality 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.

Teachers and Facilitators from Outside the Centre, Including Support Services

If appropriate a member of the Early Years Inclusion Team will visit to observe children, and liaise with staff and develop strategies and targets for the children.

The SENCO liaises frequently with a number of other outside agencies, for example:

- Community Paediatrician
- Speech and Language Therapy
- Educational Psychology
- Health Visitor
- Physiotherapy
- Occupational Therapy
- Portage and Inclusion Team

Parents are **always** informed if an outside agency is involved.