



Inclusion and Special Educational Needs Policy

Vision.

At Noah's Ark Pre-school we are committed to providing a high quality care and education for all children. It is our belief 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 they can access.

The SEN code of practice 2014 states that 'Early Years providers must have arrangements in place to support children with SEN or disabilities.' (DFES) As a setting we are committed to providing an inclusive environment and to ensure that no child or family is discriminated against. This is stated in our admissions policy.

This policy will explain how staff at Noah's Ark support children who have additional needs, the role of practitioners, the role of the SENCo and the importance of the parental partnership. Supporting all children and providing an inclusive setting is such an intrinsic part of our ethos, other relevant information is included in our Vision Statement, our Safeguarding Overview and other policies. Including:

- Equalities Policy
- Admission Procedure
- Parental Partnership Policy

The Noah's Ark SEND offer is available to view on our website.

Aims of the Policy.

- To ensure the SEN and Disability Discrimination Acts and relevant Codes of Practice and guidance are adhered to.
- To ensure the inclusion requirements of the Early Years Foundation Stage
- To continually monitor the progress of all pupils to identify needs using the 'graduated response – assess, plan, do review – and provide appropriate support if needed and to do this as early as possible.
- To provide full access to the curriculum through differentiated planning by key persons, Special Educational Needs Coordinator (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 SEN through the graduated response system as in the new code of practice.
- To ensure that children with SEN are perceived positively by all members of the Noah's Ark community and that SEN 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.

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Working in Partnership with Parents and Carers.

As a setting, we recognise that every child is unique. Parents as the primary carers know their child best, so it is essential to work closely with them. Working in partnership will ensure 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 and parents/carers are involved at all stages of the education planning process.

In partnership with parents we focus on the child's strengths and any areas for development are discussed. The conversation focuses on achievable shared goals which enable a consistent approach at home and at the Noah's Ark community 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.

We will ensure parents/carers and key person go away from any meeting clear 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.

The role of the Special Needs Co-ordinator (SENCO)

The SENCo at Noah's Ark Pre-school is: **Heather Goddard**

Her role and responsibilities are listed in The Special Educational Needs Code of Practice 2015

- 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.
- Supporting staff with meeting these children's needs.
- Liaising with parents and other professionals in respect of children with special educational needs (SEN)
- Working with parents and staff to implement SEND Support including ensuring that IEPs 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 Action Plans (IEPs) are in place.
- Advising and supporting staff to use specific strategies to support children.

Identification and response to SEND.

As a setting we carry out home visits before the children start at Noah's Ark. This provides a useful opportunity to discuss with parents any concerns they have about their child's development or any agencies who are already involved supporting the child.



Between the age of two and three we are legally obliged to carry out the 2 year check, which is able to highlight any areas that the child may need additional support with.

In addition to this we also monitor our children using the EYFS, the characteristics of effective learning including emotional wellbeing. We also use the DEYO (differentiated early years outcome). We will also be aware of any reports that come with a child from their previous setting.

The Graduated Response

Based on the setting's observations and assessment data and following discussions that involve the key person, SENCo and parent, the setting follows the graduated response as recommended within the Code of Practice:

We use a graduated approach with four stages of action:

- assess
- plan
- do
- review

The stages of the graduated response approach cycle.

1. Assess

The early years practitioner works together with a child's parents and the setting's SENCo to assess a child's needs. They should regularly assess the child to make sure the right support can be put into place.

Where the child makes little or no progress, specialist assessment from outside professionals may be needed.

Where outside professionals are not already working with the setting, the SENCo discusses this with the child's parents to get their agreement.

2. Plan

The child's parents, key person and SENCO agree:

- outcomes they are seeking for the child.
- interventions and support to be put in place.
- how they expect the interventions to impact upon the child's progress.
- a review date.

Interventions should:

- be strategies and support provided by practitioners with the relevant skills.

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- include a range of learning opportunities and differentiated activities to meet the outcomes identified for the child.

Depending on the level of support that a child needs, interventions should be documented on:

- an Individual Education Plan.
- an Individual Provision Plan.
- a Support Plan

If we need support as a setting we are able to contact the Portage and Inclusion team.

3. Do.

The practitioner, usually the child's key person, is responsible for supporting the child each day and putting in place the agreed interventions.

The setting's SENCo should:

- support the key person in assessing the child's response to the actions.
- provide advice on how to put the interventions in place effectively.

4. Review

The setting works with the child's parents to:

- review the child's progress in line with the agreed date.
- evaluate the impact and quality of support.
- agree any changes to the outcomes, depending on the child's progress.

If outside professionals are involved, they should also be invited to attend regular reviews.

Providing an inclusive environment.

Settling in. - Before a child starts at Noah's Ark we will visit them in their home environment. This provides an opportunity to find out, how as a setting we can support the child when they start and make sure that all staff are aware of the child's needs. We have a flexible approach to how children settle into Pre-school and work closely with the family to make it as smooth as possible.

Resources and environment. - We can seek advice and access inclusive play equipment and specialist resources. We are able to seek advice from physiotherapists and occupational therapists.

We arrange our furniture and resources and make use of the space we have to ensure that children will have maximum independence, are comfortable and safe.

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The child's views.

We aim to enable the children in our setting to make choice and express how they feel. This may mean using appropriate language, signing, using pictures or other resources to enable children to contribute to their IEPs and support plans.

Record keeping.

As part of the graduated response, (assess, plan do, review), targets may be set and recorded as an individual education plan (IEP). The targets will aim to be SMART (specific, measureable, achievable, relevant and time measured) evidence will be gathered by the staff working to support the child to help assess where progress has been made.

Other reports may be received from other agencies and professionals and used to help support the child within the setting. If, after discussion with parents, it is decided that a support plan is required to make clear what the child needs are, this will be done in consultation with the parents and reviews regularly.

Transitions.

When children with additional needs move on to another setting then we will make communication with the new setting as early as possible. We would encourage visits from the new setting and set up a transfer meeting to help support the child's transfer. We will share all useful paperwork with the new setting and any specific strategies and/or interventions that have worked well.

Working with other agencies.

If after the 'assess, plan, do, review graduated response' we feel that the child is not making the expected progress for their age, then we are able to involve specialists. We can gain advice from Inclusion Team who visit our setting regularly and direct parents to speech and language drop in sessions. Other professionals that we may interact with include educational psychologists, paediatricians, occupational therapists.

Additional funding and EHCPs.

Some children will require additional adult support and in this case an application for additional funding can be made to the Early Years SEN Panel. This funding is applied for by the SENCo and is allocated to the setting as a result of information supplied to the funding panel. This consists of a support plan, an individual provision plan and sometimes a risk assessment. The amount of funding that the setting received is agreed by the panel using the Early Years Bristol Universal Descriptors which describe the level of need that the child has. If we are successful in our application for funding, this means that staffing ratios are enhanced to support the individual and specific needs of the child.

Some children may require a high level of support and parents are able to request and Education, Health and Care Needs Assessment which may result in an EHCP. The EHCP state what support the child needs and how they will receive this support. The EHCP is a statutory assessment framework.

SEND Continuing professional development.

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The SENCo will aim to attend the regular cluster meeting to update and revise developments in special educational needs and disabilities.

At staff meetings we regularly have opportunities for the SENCo to update staff on recent training and developments.

All staff are encouraged to continue to extend their own professional development.

Sources of support help for parents and useful documents.

IPSEA - <https://www.ipsea.org.uk/>

Supportive Parents - <http://www.supportiveparents.org.uk/>

Council for Disabled Children - <https://councilfordisabledchildren.org.uk/resources-and-help>

Contact - <https://contact.org.uk/>

The National Autistic society - <https://www.autism.org.uk/>

Legal documents include

Equality Act 2010

Send Code of Practice 2015

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Children and families act 2014

Review date.

This policy will be reviewed after 1 year.

Prepared byHeather Goddard..... 2019

Reviewed by Kathy Kilgour 12 March 2020

Adopted by the Trustees on ...12 March 2019..... (date)

.....Helen Wilson.....(signature of Trustee)

.....Jane Smith.....(signature of Trustee)