



Inclusion and Special Educational Needs Policy

At Noah's Ark Pre-school we are committed to providing an environment in which all children, including those with special educational needs and disabilities, are supported to reach their full potential. 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.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- The Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs Code of Practice 2015
- Statutory Guidance on Supporting Children with Medical Conditions 2015

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.

Rationale:

At Noah's Ark Preschool every child is equal, valued, and unique. Noah's Ark aims are to provide inclusive play and learning opportunities for all children in our care, in an environment where children can feel safe and can flourish. We will ensure that all children have access to a broad and balanced stimulating environment through the Early Years Foundation Stage (EYFS) and remove barriers ensuring inclusion for all children. We will endeavour to accept and support children by providing differentiated activities and experiences to meet their individual needs. We will adapt our setting to meet these needs where possible and will adhere to the Special Educational Needs and Code of Practice: 0 to 25 years (January 2015).

Objectives:

- To ensure equality of provision for children with special educational needs and disabilities (SEND)
- To comply with legislation related to SEND (including the Families Act 2014 and SEND Code of Practice 2015).
- To provide full access to for all children to a broad, balanced, and relevant curriculum.
- To ensure the needs of children with SEND are identified, assessed, provided for and regularly reviewed to improve outcomes.
- To enable children with SEND to achieve their full potential.
- To work in partnership with parents and carers to enable them to make an active contribution to the education of their child and be fully involved in decision making.
- To take the views, wishes and feelings of the child into account.
- To provide detailed information about the arrangements for identifying, assessing, and making provision for pupils with SEND.

Noah's Ark Pre-school

Supporting children and families with God's love and practical care



- To enable children and families to move on from us well equipped for the transition process to their next setting.

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.

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

Noah's Ark Preschool will have a designated person with the responsibility for overseeing arrangements for children with Special Educational Needs called a Special Educational Needs Co-ordinator (SENCO).

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

The SENCo will have responsibility for:

- Advising and supporting other practitioners in the setting.
- Ensuring liaison with parents and other professionals.
- Ensuring that appropriate individual Support Plans are in place.
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded, updated, and reviewed.
- Planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken.
- Ensuring that appropriate records are kept in line with current legislation.
- Providing up to date and relevant information with regards to the codes of practice.
- Supporting staff with meeting children's needs.
- Ensuring that all management, staff, and volunteers are aware of all legislation, regulations, and other guidance on working with children with special educational needs.
- To maintain a culture of high expectation, that expects those working with children and SEND to include them in all the opportunities available.
- To work with the Practice Managers to ensure that the setting meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.

Noah's Ark Pre-school

Supporting children and families with God's love and practical care



- Ensuring that the setting keeps the records of all children with SEND up to date and monitors and supports a graduated approach of Assess, Plan, Do and Review.

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 can 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.

Noah's Ark Pre-school

Supporting children and families with God's love and practical care



- 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.
- 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 can 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 can seek advice from physiotherapists and occupational therapists.

Noah's Ark Pre-school

Supporting children and families with God's love and practical care



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

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 support plans.

Record keeping.

As part of the graduated response, (assess, plan do, review), targets may be set and recorded as part of a support plan. The targets will aim to be SMART (specific, measurable, 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 transition. We will share all useful paperwork with the new setting and any specific strategies and/or interventions that have worked well.

Multi Professional Links.

We will work closely with other professionals such as Speech and Language Therapists, Health Visitors, Portage and Inclusion Team, Children Centre Services, Community Paediatricians, Occupational Therapists, Physiotherapists and Educational Psychologists. Parents are always involved in the referral process.

Once the SENCo has sought the help of external support services, those services may need to:

- Observe the child in the setting.
- Meet with staff and parents.
- Have access to the child's learning diary, monitoring records, support plan and any targets already set.

The external specialist may support the setting in the following ways:

- Act in an advisory capacity
- Provide additional specialist assessment and help with Support Plans.
- Be involved directly in carrying out activities with the child.
- Support the setting to devise new strategies for supporting the child's progress.

Noah's Ark Pre-school

Supporting children and families with God's love and practical care



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 because 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 an Education, Health and Care Needs Assessment which may result in an EHCP. The EHCP states what support the child needs and how they will receive this support. The EHCP is a statutory assessment framework.

SEND Continuing professional development.

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.

Prepared by Heather Goddard 2019

Reviewed by Corinne McIntosh 23/11/23.

Adopted by the Trustees on 12th March 2019.

SignedRole.....

Print Name.....Date

SignedRole

Print Name..... Date.....



Appendix

Equality Act 2010

This replaces all existing equality legislation and brings together the law relating to different equality groups, of which disability is one. The setting as a duty to:

- Not to treat a child 'less favourably' than another for a reason relating to their disability, however it is lawful to treat a disabled child more favourably.
- To make reasonable adjustments for disabled children e.g., through policies, practice and provision of equipment or physical alterations to the building.
- To eliminate unlawful discrimination, harassment, and victimisation against disabled children.
- To promote positive attitudes towards disabled children.
- To take steps to take account of disabled children's and adults' impairments, even if this means treating them more favourably.
- To encourage the participation of disabled people where participation is disproportionately low.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Bristol City Council SEND Local Offer: <http://www.findabilitybristol.org.uk/>

SEND Code of Practice: 0 – 25 years.

This is a statutory code that contains: details of legal requirements that must be followed without exception by early years providers.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Noah's Ark Pre-school

Supporting children and families with God's love and practical care



Statutory framework for the Early Years Foundation Stage

https://www.foundationyears.org.uk/files/2017/03/eyfs_statutory_framework_2017.pdf

Bristol: Support for children with special educational needs and disabilities (SEND) in Bristol Early Years Settings (0 - 4 years) <https://www.bristolearlyyears.org.uk/wp-content/uploads/2019/01/Revised-Early-Years-Inclusion-Support-2017.pdf>

Supportive Agencies

Bristol Early years – DEYO

<https://www.bristolearlyyears.org.uk/early-learning/assessment-and-transition/deyo/>

Early Years Inclusion Support

Support for children with special educational needs and disabilities (SEND) in Bristol Early Years Settings (0 - 4 years) January 2019

<https://www.bristolearlyyears.org.uk/wp-content/uploads/2019/01/Revised-Early-Years-Inclusion-Support-2017.pdf>

IPP Bridging Workers for advice and support, training, and funding.

Contact: Tel: 0117 9038250 Email: [inclusiveplayproject@bristol.gov.uk/](mailto:inclusiveplayproject@bristol.gov.uk)

PCAS (Paediatric Communication Aid Service) for assessments, training and access to the Toy Library resources which include communication aids and switch operated toys.

Contact: Sally Chan on 0117 3533613, sallychan@nbt.nhs.uk.

Noah's Ark Pre-school

Supporting children and families with God's love and practical care



Lifetime can provide training for a child currently being supported by lifetime to access a setting. Contact: 01225 731624.

Findability website covers local information, help and support for children and young people with special educational needs or a disability (SEND). It is part of Bristol's Local Offer.
<http://www.findabilitybristol.org.uk/>

Family Information Service can promote settings to parents/carers. Contact: 0845 129 7217, askcyps@bristol.gov.uk.

Supportive Groups

The Anaphylaxis Campaign

Website: www.anaphylaxis.org.uk

Tel: 01252 542029.

Asthma UK

Website: www.asthma.org.uk

Tel: 0800 1216244

Bristol Area Down Syndrome Support

A parent led group.

Website: www.dsa-bristol.org.uk

Tel: 01454 315 469

Noah's Ark Pre-school

Supporting children and families with God's love and practical care



Bristol Dyslexia Centre

Website: <http://dyslexiacentre.wpengine.com/>

Tel: 0117 9739405.

Bristol Parent Carers

<http://www.bristolparentcarers.org.uk/>

CLIC Sargeant

Offers care and support during and after cancer and leukaemia treatment.

Website; www.clicsargeant.org.uk.

CEREBRA

A charity that provides help, info and support to parents and carers of children who have a brain related disability.

Website: www.cerebra.org.uk

Tel: 0117 905 5020.

Contact a Family

Contact a Family is a national charity for families with disabled children that provides information, advice, and support. They also link families together for support.

Website: www.cafamily.org.uk

Helpline: 0808 8083555.

Noah's Ark Pre-school

Supporting children and families with God's love and practical care



Diabetes

Website: www.diabetes.org.uk

Helpline: 0845 1202960

Epilepsy Action

Website: www.epilepsy.org.uk

Helpline: 0808 8005050

Headway Bristol

Provides information, support, and services to people with a brain injury and their families.

Website: www.headwaybristol.org.uk

Tel: 0117 3403771.

Kids Southwest

Website: www.kids.org.uk

Hop, Skip, and Jump – a centre that provides a play and support for children with a disability, life threatening illness or special needs.

Website: www.hopskipandjump.org.uk

Tel: 01453 836390.

Special Friends Club

A Bristol charity run by parents that organises activities and social opportunities.

Noah's Ark Pre-school

Supporting children and families with God's love and practical care



Website: www.specialfriendsclub.org.uk.

Supportive Parents

A support group of parents for children with SEND who offer help, support and info around education.

Website: www.supportiveparents/org.uk.

The National Autistic Society

Website: www.autism.org.uk