



## **Inclusion and Special Needs Policy**

Legal Framework:

Special Educational Needs and Disability Code of Practice 0-25 2014  
The Children and Families Act 2014  
Equality Act 2010  
Special Educational Needs and Disability Regulations 2014  
Statutory Framework for the Early Years Foundation Stage (2014)  
Working together to Safeguard Children 2013  
Children Act 1989, 2004

### **Name of Responsible Person: Nursery SENDCO**

This policy is written using guidance from the Special Educational Needs Code of Practice 2014 which sets out fundamental principles:

- A child with special educational needs or disability (SEND) should have their needs met.
- The special educational needs of children will normally be met in a mainstream school or setting.
- The views and aspirations of the child should be sought and considered.
- Parents and those with parental responsibility, have a vital role to play in supporting their child's education.
- Children with special educational needs or disability should be offered full access to a broad, balanced and relevant curriculum.
- We have a duty to work closely with parents and other professionals and agencies (education, health and social care) to ensure the early identification of SEND and will ensure the children in our care have access to early education provision and will adapt this accordingly with a view to meeting all the children's needs, regardless of their special needs.
- The Code of Practice states that Local Authorities must publish a Local Offer of support for children and young people with SEND and keep this under review.
- The Local Offer has two key purposes:
  - 1) To provide clear, comprehensive and accessible information about the available provision for children in the area (e.g. nurseries) and how to access this.
  - 2) To make provision more responsive to local need and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEND, and service providers in its development and review.

To access the Local Offer visit [www.fish.hants.gov.uk](http://www.fish.hants.gov.uk) for our nursery and search Special Educational Needs and Disability (SEND) Local Offer.

All the children at our setting are allocated a key worker who supports them by planning targets, providing activities and experiences to meet individual children's needs and observing and recording their progress. If the child's key worker has a concern about a child's progress or development, they will ask for the support of the named Special Educational Needs Co-ordinator (SENCO) Who can offer support and advice to parents and staff accordingly. As a setting we are required to undertake formal checks on the children in our care such as the two-year progress check. Parents are involved in these checks and can discuss any concerns or worries they may have with their child's development or progress. Each week we complete observations on the children's progress and development and these are sent to parents on our online learning journal app and are monitored closely to ensure all children have the correct support and encouragement in place to develop to their full potential in all areas of their development.

At all times we will work closely with parents and carers to offer the best support for individual children to achieve their full potential whilst having access to all activities undertaken within the nursery. Children, parents and carers with SEND will be included in all activities, outings and special activities and special provision will be made as required.

We will ensure staff access any training, guidance and advice to support them to manage individual children's needs and requirements, whether this is run by our Local Authorities or other



professionals. If the child has a need which affects their health and well-being, we will ensure there is a health care plan in place which is created by the setting and the child's parents together. The Health and Safety Officer at the setting will ensure risk assessments are in place for individual children as required.

When required we employ our own One to One Support Assistant who can support children for short or long periods to ensure they have the best experience of nursery life and cope with all aspects of it. We would always get parental consent before asking our staff to work specifically with a child due to their special requirements or needs. We may be able to access funding from our Local Authorities to pay for this extra support and will ensure clear records are maintained of where any funding is spent and the impact it has on the child's needs and progress.

Whenever possible we will maintain close contact with other settings the child may have previously attended, is attending or may be attending in the future, to ensure access to records and information regarding that child, providing we have permission from parents and carers of the child. We will do everything possible to ensure a smooth transition for all children onto their next setting, but recognise we have a special responsibility to ensure this particularly for children with a special educational need or disability.

We continually monitor and support children in our care through the observation, assessment and planning process to ensure they develop and learn appropriately and identify any developmental issues following the four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

We will work with parents and carers to address any identified problems to support a child using an early year's support and achievement plan which highlights the child's needs, how the nursery and parents hope to achieve this, with achievable targets which are regularly reviewed. We will meet with, and seek expert advice from other professionals involved in the child's care within TAC (Team Around the Child) meetings to plan for the child's future development and needs. We will also access any additional support groups run by the Local Authority to access advice and support to meet the children's individual needs.

If, having taken relevant and purposeful action to identify, access and meet the needs of the child, the child has not made expected progress, the setting, along with the parent/carer can consider requesting an Education, Health and Care Needs Assessment. The nursery will fully co-operate with the child's family, other agencies and professionals and where possible take the child's wishes and views into consideration for the benefit of the child for forthcoming transitions in their life such as a new setting or moving onto school.

### **Procedures:**

Procedure for writing a IEP (individual health care plan)

Procedure for writing a IEP

- IEP's must be produced by the most relevant/appropriate person who has a detailed knowledge of the child but always under the guidance of the Nursery SENDCO.
- Generally, IEP's must be completed every half term and may be used to support requests for additional funding from the LA.
- Everyone involved in the child's care should be given a copy of the IEP and agree the targets in it.
- All sections of the IEP form should be discussed and agreed upon with all involved.
- The SENDCO must take a copy of the completed and signed IEP form and any other relevant documents e.g. funding applications for the SENDCO file or child's folders.