

Shadwell Childcare

Special Education Needs Statement & Inclusion Policy

Adopted on February 2022

Date to be reviewed: February 2023

Signed: C Lewis

Trustee: S Morgan

Shadwell Childcare SEN and Inclusion Policy (in compliance with Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65) and Special Educational Needs and Disability Code of Practice (2015))

Shadwell Childcare is an inclusive setting that welcomes and values the different experiences, capabilities and strengths of each child.

Our setting aims to incorporate the requirements of the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice 2015, alongside the guidelines supplied to providers of private and voluntary pre-schools education.

It is our intention that every child will reach his or her maximum potential in a caring, supportive environment that provides equal opportunities for all and we focus on individual progress as the main indicator of success.

Children who may need special consideration in our setting include those who have difficulties with:

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

Our aims are:

- to ensure equality of opportunity and access to the provision for all children;
- to meet individual needs through a wide range of provision;
- to provide support to children in reaching their full potential, referring to outside agencies, where applicable, in order that all children receive the help they need quickly and effectively;
- to ensure that parents are actively involved in the decision-making process that will support their child's future development and feel able to support their children at home;
- to ensure a high level of staff expertise to meet the needs of our children through well targeted and continuing professional development.

Identification, Assessment, Review

Every child at the setting has a key person. Each key person is responsible for observing and tracking the progress and development of their key children against Early Years Foundation Stage outcomes.

At Shadwell Childcare we understand that the early identification/assessment of Special Education Needs gives children the best possible chance for success and we use a variety of means including:

- Carer/parental concerns and insights;
- staff observation;
- the SENCO's observations in response to concerns made by key person, parents or carer;
- on-going assessment using the criteria set out in Development Matters;
- consultations with professionals.

Where a child is not making expected progress, each key person will collaborate with parents and the SENCO to plan the support strategies to be used to assist their key child. In order to identify and provide the appropriate level of support key person will:

- gather information about the child and make initial assessments in order to identify the specific area of need and then discuss these concerns with the SENCO;
- consult with the child's parent/carer at all stages taking account of their opinions and insights in each planned intervention;
- implement a specific plan, in consultation with the SENCO;
- use a range of strategies to provide extra support and regularly review the effectiveness of these strategies;
- implement recommendations suggested by the Educational Psychologist, Speech and Language Therapist, Physiotherapist or any other outside agencies;
- review progress of child and draw up new targets, in consultation with parent/SENCO/other agencies, and monitor progress against these targets.

Procedures for identification, assessment and review are conducted in accordance with the SEND Code of Practice.

Regular review procedures are in place to support the monitoring of progress and plans for further provision, as described in the supporting statement at the end of this policy

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the setting's SEN policy;
- coordinating provision for children with SEN and ensuring that the nursery keeps the records of all children with SEN up-to-date ;
- advising the key person on the implementation of a graduated approach to providing SEN Support;
- liaising with parents of children with SEN;
- being a key point of contact for and liaising with external agencies such as other early years providers or settings, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned.
- Working with the nursery manager and Board of Trustees to ensure that the nursery meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

The key responsibilities of the Room Leader include:

- liaising with the SENCO to agree :
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions planned for and monitored– but do not have special educational needs.
 - which pupils require additional support because of a special educational need and require a specific plan of support.
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated learning opportunities.
 - ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely “additional to” or “different from” those normally provided (SEN Code of Practice 2015)
 - ensuring effective deployment of resources – including staff time -to maximise outcomes for all groups of vulnerable learners

The key responsibilities of the Nursery Manager include:

- to monitor and evaluate the progress of all children and to make strategic decisions which will maximise their opportunity to learn
- to delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO).
- to be kept informed of the progress of all vulnerable learners and any issues with regard to the nursery's provision in this regard through:
 - analysis of the whole-school pupil progress tracking and provision mapping
 - regular meetings with the SENCO
 - discussions and consultations with parents, taking into account the voice of the child.

Parent/Carer

Partnership with parents plays a key role in enabling children with SEN to achieve their potential. In order for parents to be active partners it is essential that they fulfil the following responsibilities:

- ensure children attend the setting regularly;
- attend parent consultation and review meetings;
- meet with other agencies/services as required;
- keep the setting fully informed of assessments conducted outside the setting and provide copies of any written reports.

Children

Where applicable to their developmental stage, we support and encourage children to:

- make best use of all support offered in order to reach their targets
- tell us about the things they feel they are good at, things they find difficult and what they think would help them to achieve their targets.

Other Practitioners

All staff members who come into contact with a child with special educational needs are informed of the child's needs in so far as it is relevant or necessary for them to have such information.

All practitioners have a responsibility to maximise the opportunities and achievements of vulnerable learners and to ensure that a positive and sensitive attitude is shown at all times.

The Board of Trustees

The Board of Trustees, working in conjunction with the nursery manager, determine appropriate staffing and funding arrangements for Special Educational Needs.

Partnership with Outside Agencies

- Our nursery works to identify sources of support as they develop and evolve through the Local Offer (Education, Health and Social Care).
- We seek to respond quickly to emerging need and work closely with other agencies including :
 - SENSAP
 - Educational Psychology Service
 - SENIT
 - Leeds SEND Information Advice Service
 - Sensory Impairment team
 - Local NHS services
 - Early Years SEN support service (Inc Portage team)
 - Multi-agency safeguarding hub
- In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Provision

At Shadwell Childcare the management and deployment of our resources is designed to ensure all children's needs are met and that every child has full access to the provision.

Where a child requires support that is different from or additional to the provision offered, a specific support plan is devised by the SENCO in consultation with the key person. Within this plan the recommendations made by therapists and other outside agencies are carefully considered, together with the opinions of the parents and of the child, where appropriate.

The support plan may use a combination of different approaches to help a child to progress, including:

- differentiated activities supported by quality teaching
- individual support
- pre-teaching of activities and modes of play via one-to-one interventions
- further differentiation of resources

The statement included at the end of this policy describes in more detail our graduated response to the needs of vulnerable learners.

Admission arrangements

The admission arrangements are described in the admissions policy.

No child will be refused admission Shadwell Childcare on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Funding arrangements

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision.

We understand that it is initially our responsibility to make provision for a pupil with special educational needs and thereafter we are aware of the process of applying for Early Years Funding for Inclusion if the child's needs make that a necessity.

Where funding awarded it is used solely to enable the child to make progress in our setting: to provide the physical resources and staff time to ensure that the child makes the best possible start to their early education. In the past, Early Years Funding for Inclusion has been used to provide:

- additional staff time to support a child
- specialist resources appropriate to the developmental stage of the child
- team training to give all members of staff the basic skills needed to work effectively with the child
- individual staff training, working with specialists to develop the skills needed to help a child progress.

Transition arrangements

Our aim as a setting is ensure a smooth transition **into** our nursery from a previous setting and **from** our nursery into the child's next phase of education. To do this we will:

- Ensure early and timely planning for a child's specific needs through a process of transition meetings and familiarisation visits for all children in receipt of Additional SEN Support and all those with Education, Health and Care Plans.
- Provide accessible and comprehensive supporting information to the child's new education provider to aid the process of transition.
- For those children with Education Health and Care Plans, discuss the next phase destinations and transition arrangements at plan review meetings convened by the plan coordinator.
- Provide emotional support to the child during the transition period (in some cases this may include visiting the next phase education provider with the child prior to transition).

Special facilities

The setting has no special unit or facilities. There is wheelchair access to all parts of the building.

Training

Special Educational Needs and Inclusion training form part of the ongoing programme of training requirements for staff development.

Specific training will be undertaken, where necessary, in order to meet the needs of an individual child.

The SENCO completes specific training on at least an annual basis and regularly attends local network meetings.

Shadwell Childcare: Special Educational Needs Statement

Our Ethos

Shadwell Childcare is an inclusive setting that welcomes and values the different experiences, capabilities and strengths of each child.

Our setting aims to incorporate the requirements of the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice 2015, alongside the guidelines supplied to providers of private and voluntary pre-schools education.

It is our intention that every child will reach his or her maximum potential in a caring, supportive environment that provides equal opportunities for all.

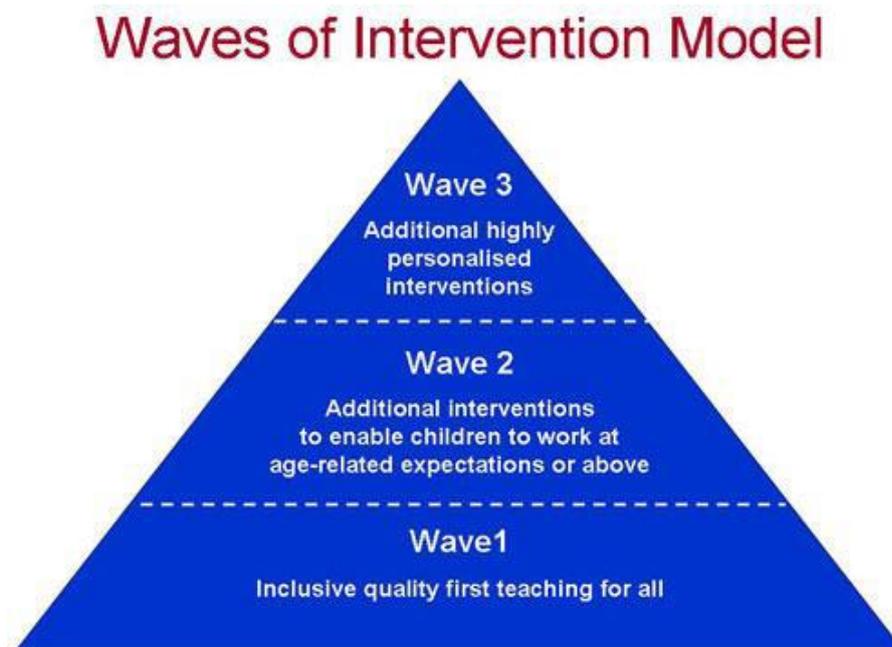
In line with the SEN Code of Practice Shadwell Childcare is committed to providing an early years' education that enables all children to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education

To do this we aim to work in partnership with parents and external agencies in order to ensure that children with SEN are quickly identified and receive the support they need to engage in the activities of our nursery.

Our Graduated Approach

Following the SEN Code of Practice, Shadwell Childcare uses a graduated approach to identify and support the needs of our SEND pupils. This is based on the 'Waves of Intervention' model.



Wave One Provision

This is our universal provision. Our curriculum follows the requirements of the EYFS and our activities and provision are planned to accommodate both the developmental needs and the fascinations of our children.

For many children simple changes to the way that the curriculum is delivered can have a significant impact on the removal of the barriers to learning and consequently enable them to make the expected progress. Wave One provision relates to the differentiation of the curriculum by simplifying or tailoring activities in order to best meet the needs of a child.

To monitor the impact of our provision on the progress of our children we broadly apply the four stages of action (Assess, Plan, Do, Review) set out in the Code of Practice:

Assess - We observe children and make assessments using an appropriate assessment tool (eg EYFS, SENIT Developmental Journal).

Plan -We plan specific next steps for that child and, where necessary, discuss our observations and plans with parents.

Do - We implement our planned programme of 'next steps' and monitor progress.

Review -We complete a review of progress each term via our tracking documents and discuss the progress made with parents. We may also consider the need for the involvement of outside agencies or further targeted support (please see Wave Two).

Wave Two Provision

For some children differentiating the curriculum may not be enough to enable them to make adequate progress. They may require interventions which are additional to and different from that which is normally provided for children. This is classed as Wave Two provision.

Interventions at Wave Two are not necessarily SEND interventions. Typically the intervention will be to support an identified need such as developing communication skills. When it is considered that a child may benefit from small group intervention then parents and carers will be notified.

The interventions will be monitored by the practitioner responsible for the child's progress and the nursery SENCO in accordance with the SEN Code of Practice as follows:

Assess - We observe children and make assessments using an appropriate assessment tool (eg EYFS, SENIT Developmental Journal). We identify those children who may benefit from additional support and discuss with parents/carers.

Plan -We plan specific next steps for that child, which may include a specific programme of intervention, and discuss our plans with parents.

Do - We implement our planned programme of 'next steps'/ interventions and monitor progress.

Review -We complete a review of progress each term via our tracking documents and discuss the progress made with parents. We may also consider the need for the involvement of outside agencies or further targeted support (please see Wave Three).

Wave Three Provision

In some cases Wave Two interventions may not be enough to help a child progress. Shadwell Childcare, with parental agreement, will then work to increase the level of support provided in nursery.

The relevant external professionals or agencies may be requested to provide more specialist advice and guidance in order to help mitigate the barriers to the child's learning. This external support might be from the Leeds Special Educational Needs and Inclusion Team, an Educational Psychologist, Speech and Language Therapist, Occupational / Physiotherapist or a medical professional.

Shadwell Childcare, in partnership with the child's parents, is then responsible for implementing the plans and strategies suggested by these specialists and monitoring the child's progress towards the agreed outcomes.

Children who may need special consideration in our setting include those who have difficulties with:

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

In order to identify and support to these children Shadwell Childcare, applies the graduated approach set out in the SEN Code of Progress:

Assess - We observe children and make assessments using an appropriate assessment tool (eg EYFS, SENIT Developmental Journal). We identify those children who may benefit from additional support and discuss with parents/carers.

Plan -We plan specific next steps for that child, which may include a specific programme of intervention, and discuss our plans with parents.

Do - We implement our planned programme of 'next steps'/ interventions and monitor progress.

Review -We complete a review of progress each term via our tracking documents and discuss the progress made with parents. We may also consider the need for the involvement of outside agencies or further targeted support.

Assess - Observations and assessments are made by professionals and discussed with parents/carers.

Plan -We plan specific a specific child-centred programme of intervention following professional recommendations and discuss our plans with parents.

Do - We implement recommendations made by outside professionals and monitor progress.

Review -We complete a review of progress at least once a term via our tracking documents and discuss the progress made with parents and outside professionals.

Where it is deemed appropriate, our setting will also support the families and any external agencies in the process of applying for an Education Health and Care Needs Assessment and in the implementation of specific Education Health Care Plans.