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**Inclusion and Special Educational Needs Policy**

At Holly Lodge Nursery we strive to provide an environment in which all children with special educational needs and disabilities (SEND) are supported to reach their full potential.

 **Rationale**

The purpose of this document is to provide practical guidance and information about our approach in early years, supporting all partners to work together to benefit the children with special needs and learning difficulties. In the Early Years we provide a loving environment with high standards of care and learning opportunities following the Early Years Foundation Stage which enables all pupils to achieve success.

**Inclusion**

Inclusion is about meeting children’s individual needs so that they are able to thrive in mainstream settings and achieve their full potential. The setting seeks to remove barriers that prevent children from participating and learning

* We work within the guidelines set by the new Special Educational Needs and Disability Code of Practice (2014).
* We try to ensure that our provision is inclusive to all children with Special Educational Needs and Disabilities.
* We endeavour to support the parents of all children with Special Educational Needs and Disabilities.
* We are trained to identify the specific needs of children with Special Educational Needs at the earliest opportunity and meet those needs through a range of SEN strategies.
* We monitor and review our policy, practice and provision, at least annually, and make necessary adjustments as required.

**PROCEDURES**:

* At Holly Lodge Nursery we designate a member of staff to be the lead Special Educational Needs Co-ordinator (SENCO) and parents know her name **Muna Mohammed and Emily Kilduff** We aim to encourage all key practitioners to access SENCO training.

Our lead SENCO works closely with the manager (and other SENCO’s and colleagues) and oversees the shared responsibility for the day-to-day operation of Supporting Children with Special Educational Needs and Disabilities, and for co-ordinating provision for children with SEND.

* Our inclusive admissions practice endeavours to ensure equality of access and opportunity for all.
* We use the graduated approach system for identifying, assessing and responding to children’s special educational needs in line with the new SEND Code of Practice 2018.
* We work closely with the parents of children with special educational needs to create and maintain a positive partnership.
* We ensure that parents are informed at all stages of the assessment, planning, provision and review Of their children’s education.
* We liaise with other professionals involved with children with special educational needs and disabilities and their families, including in connection with transfer arrangements to other settings and schools.
* We provide a broad, balanced and differentiated curriculum for all children.
* We use a system of planning, implementing, monitoring, evaluating and reviewing action plans for children with special educational needs and disabilities.
* We ensure that children with special educational needs and disabilities are appropriately involved in the graduated approach (assess plan, do and review) taking into account their levels of ability.

If a parent has a complaint about the special educational provision within the setting, this should be directed to the manager who will decide the appropriate action to be taken, and give advice where possible.

I**nvolvement 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 to each of any

programmes developed and implemented, maximising opportunities to incorporate their views and progress their learning.

**Physical Environment**

* We make reasonable adaptations and arrangements so that children with special needs and disabilities can join in all play areas of Calvi, both indoors and outdoors.
* We make every effort to organise appropriate space for the children’s supported and independent movement.
* We ensure that children with special needs have easy access to toilet and eating facilities.
* We arrange respectful privacy for children with special needs at times of specific medical care or welfare.

**Partnership with parents**

* We encourage parents to work closely with staff to support their children’s individual needs.
* We make time to focus on discussion of the children’s strengths, as well as their needs.
* We check that parents understand the graduated procedures of intervention.
* We respect the different perspectives and needs of parents.
* The EY SENco and other staff ensure that there is consistent communication and consultation with parents.
* We consult with parents about information that should be shared with others.

**Multi agency collaboration**

* The Sen Coordinator liaises with other supportive agencies to develop good working relationships.
* We gather information on relevant contacts and services to share with parents.
* We try to achieve a good relationship for information-sharing, collaboration and understanding with other professionals in order to take into account the complete needs of the child
* Once a potential need is noted- either prior to entry or once in setting the following steps will be Assess, Plan, Do and Review

 **Transition**

* The transition of children with SEND is coordinated by the SENCO and includes the sharing and passing on of records with parental consent.
* The setting seeks to plan for transition with staff in the next class/subsequent Early Years setting or school to ensure the child is prepared and their needs continue to be met.

**Complaints about Special Educational Provision**

If a parent has a complaint about the special educational provision within the nursery, this should be directed to Gina Conde who will decide the appropriate action to be taken, and give advice where possible.

**Education, Care and Health Plans**

An EHCP will normally be provided where the LA. An EHCP will include details of learning objectives for the child. These are used to develop targets that are:  Of shorter term, Established through parental/child consultation, Set out in a Learning Profile, Implemented within the setting and Delivered by the key person with appropriate additional support where specified.

**Sen code of practice 2014**

The current SEND Code of Practice covers the 0-25 age range and includes guidance relating to children and young people with a disability as well as those with special educational needs

* There is a clearer focus on the views of children and young people and parents in decision making at individual and strategic level
* There is a stronger focus on high aspirations and on improving outcomes for children and young people
* The current code of practice includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care
* For children and young people with more complex needs, a co-ordinated assessment process and the new 0-25 education, health and care (EHC) plan replaces statements and learning difficulty assessments (LDAs)

**SEN register**

It is important to keep the SENCO records details of children involved in the Special Educational Needs Register. This will enable management in the nursery to monitor the level and range of children with Special Educational Needs who attend the nursery.

Parents/guardians should always be informed that their child has been placed on the register and be able to view this.

The SENCO officer will at all times maintain the confidentiality of the other children also recorded on the register.

### **Evaluation of the SEN Policy**

The policy will be successful if:

* Children with special educational needs are identified as early as possible.
* Children with special education needs have access to a broad and balanced curriculum.
* All children with special educational needs are being encouraged to achieve their full potential.
* All children with special educational needs are receiving the support they need and have access to appropriate resources.
* Records are comprehensive and kept regularly.
* Parents are involved regularly in the process and are satisfied with the provision made for their child.
* Support agencies are used effectively.
* The needs of the other children in the school are also being met.
* Staff are satisfied with the support given by the SEN co-ordinator.
* In-service training is appropriate and meets the staff and school’s needs.

**Review**

This policy will be reviewed on a regular basis and updated as required.

This policy was updated on: 10/01/19