

Special Education Needs & Inclusive Education Policy

Introduction: Relevant legislation

This policy is written in line with the **Special Educational Needs and Disability Code of Practise (SEND CoP 2014)** which became statutory in September, 2014 and was updated in January, 2015. It is available at;

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

It also seeks guidance from *Children and Families Act 2014, Children Act 1989 and 2004, and the Equality Act 2010 (including disability equality duty under s149)* and associated regulations. The regulations associated with the Children and Family Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements

Ethos:

At **Bloomsbury Nursery School**, we are committed to inclusive practice because we believe that **all children are entitled** to have their individual needs appropriately supported in order to participate fully in our nursery, which we feel is **Every Child's Right...**

Right 29 - Education must develop every child's personality, talents and abilities to the full

Article 23 - You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Our Aims

We value each child as an individual and want them to feel safe, welcome, included, valued and respected. Therefore, we strive to;

- develop each individual child physically, intellectually, emotionally and creatively, with an ability to communicate and an aesthetic awareness,
- provide a foundation for success for all children in later learning through access to a broad and balanced curriculum with particular emphasis on valuing each child's contribution to nursery life,

- avoid stereotyped views of a child with special/additional needs and have high expectations of all our children by promoting positive images of Special Educational Needs (SEN) and disabilities through our daily interactions with the children and show an understanding of the individual needs of children and their families/carers by providing the appropriate level of support they need.

This document must be viewed in conjunction with details of our general aims for the Nursery.

The SEND Code of Practice states that “Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- **a)** Have a significantly greater difficulty in learning than the majority of children of the same age
- **b)** Have a disability which prevents, or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- **c)** Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

SEN CoP 1:3

The code specifies that children will have needs and requirements which are likely to fall into at least one, or more of the following **Four Areas of Need**:

- **Cognition and Learning**
- **Behaviour, Emotional and Social development**
- **Communication and Interaction**
- **Sensory and/or Physical**

At Bloomsbury, keyworkers in consultation with parents, professionals and a secure knowledge of the child will make a comprehensive plan to meet each child’s needs and ensure they are able to make progress towards their individual targets.

We recognise that all these factors must be taken into account when teaching and caring for all the children in our Setting. We believe it is crucial that the right help is given at the earliest stage possible in a child’s life. We work together as a staff team and aim to build positive partnerships with parents and outside agencies in order to meet each child’s needs.

At Bloomsbury we work with a range of services:

- **Educational Psychology** – Stacey Turrell
- **Communication and Autism Team** – Catherine Mahon
- **Early Support Service** – Sensory, Physical, Hearing Impairment etc.
- **SENAR**
- **SENCo** – Tamar Cohen
- **Physical Difficulties Sensory Support (PDSS)** – Sandra Paddock

- **SoundsWell Speech Therapy**
- **Pupil Support Service (PSS) – Anne Farmer**

The key responsibilities of the SENCO

- Liaises with parents
- Liaises with other professionals and agencies – making referrals as and when necessary
- Is a key point of contact with external agencies, especially the local authority and its support services
- Advises and supports other practitioners in the setting
- Advises on the Graduated Approach to providing SEND support.
- Ensures that background information is collected recorded and updated
- Takes the lead in further assessment of the child's strengths and weaknesses to guide future planning to meet the child's needs.
- Takes the lead in monitoring and reviewing any action taken to support the child
- Ensure a smooth transition is planned from nursery to next providers of education for the child and parents are informed about options
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Contributes to, Early Help, CASS referrals
- Leads upon the Early Support Plan (ES) and Education and Health Care (EHC) Plans

All educators/ staff work together to agree implement and review the SEND and Inclusive Education policy.

Partnership with Parents/Carers

We acknowledge the importance of the role of parents/carers and the contribution they make as their child's first educators. We are uniquely placed to build on informal opportunities for contact and to ensure regular communication to support the needs of the child. All our policies demonstrate our commitment to close and strong partnership with all parents/carers and they are always informed of any decision making process regarding their child, unless it is a Safeguarding or Child Protection concern in which case the appropriate policies and procedures are followed.

To ensure a successful partnership we endeavour to ensure that information is shared verbally and through written records. There are regular meetings; all information is treated with confidentiality. Parents are also made aware of Parent Partnership Services which offers direct support and additional information and advice on all aspects of Special Educational Needs and Disability that help parents and carers access services, work together and resolve any disagreements.

The complaints, compliments and comments procedures are explained to parents and carers on admission.

Identification and Assessment

Graduated Approach

The new SEND Code of Practise 2015 has introduced guidance for all settings and now requires everyone to adopt a **Graduated Approach** with **Four Stages** of action. At Bloomsbury we feel this approach is a secure model for all children in the setting:

1. **Assess** – Baseline, Involvement and Well-being, WellComm, Getting to Know You, Mid Year Assessment End of Year Report - including Assessment
2. **Plan** - SEN Support, Early Support Plan, Education and Health Care Plan
3. **Do** – observation, reflection, next step – evidence in learning journey with keyworker and SENCo
4. **Review** – Targets and interventions will be reviewed every 3 months

At Bloomsbury we review SEN Support Plans and Early Support Plans every 3 months and Education and Health Care Plans every 6 months. If educators raise concerns about a child, educators in consultation with the SENCo will begin the **Graduated Response and monitor every 2 weeks for a 6 week period**. After 6 weeks a decision will be made whether the child needs a SEN Support Plan, or higher level of support.

Through the **Graduated Response** educators will use a wide range of strategies.

Bloomsbury has identified these strategies as beneficial for all children and has adopted them as a whole school approach. The Strategies are:

- **Visual timetables**
- **Photos of routines, objects and educators**
- **Makaton Signs**
- **Differentiated Support – one to one(through ISEY), or small groups**
- **Language Groups – specific to targets**
- **Music – singing and signing**
- **PECs Group**
- **One to one support**
- **Small group work focussed on targets**

Organisation

We aim to meet children's individual additional needs by adopting procedures from the **Special Educational Needs Code of Practice 2014**.

Our named Special Needs Coordinator (**SENCO**) **Tamar Cohen – Tamar** is responsible within the setting for coordinating the day to day provision of education for pupils with additional needs in all phases of the nursery provision. This is done in partnership with the Head Teacher, Deputy Head Teacher, Family Support Workers, Speech & Language Therapists and all key workers.

Facilities

We understand that the **Disability and Discrimination Act 2001** places a **legal obligation** on our setting to make reasonable adaptations.

Therefore, we may need to provide certain adaptations or specialist equipment to address individual needs. To ensure full access for parents /carers, staff and children regular audits take place to consider changes to the environment. Appropriate funding is allocated as necessary.

Staffing

To ensure that the children receive a quality learning experience in our setting our key worker based staff are all qualified. Each child's primary support will be from their key worker who will liaise with other staff including the SENCO and SEN support staff where allocated. Provision for children with special educational needs is a matter for everyone in the setting. All staff require knowledge and awareness of the individual needs of the children in order to give consistency and continuity of education and care. Appropriate funding is allocated for additional support, relevant training and resources.

Our child/staff ratios are: -

2-3 years 1 adult – 4 children

3-4 years 1 adult – 13 children

Children's needs are assessed and if additional support is required we seek supplementary funding to enable us to provide additional support, 1-1 if necessary.

Admission arrangements

As a setting, which aims to be inclusive and non-discriminatory, children are welcomed and admitted to the Setting according to the admission policy irrespective of any disabilities or previously identified special needs. **We are committed to include all children in all aspects of Bloomsbury's life and the local community regardless of their individual needs.**

A home visit, prior to a child starting nursery, is offered to all parents/carer's as part of the assessment and induction process at Bloomsbury; translation of information is available on request if necessary. Bloomsbury's information can also be obtained through various media (such as, Facebook, Text, Web Site) in English and in several other languages. Parents, carers and children are made welcome and encouraged to visit the setting prior to admission if they wish to do so.

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/the-use-of-personal-protective-equipment-ppe-in-education-childcare-and-childrens-social-care-settings-including-for-aerosol-generating-procedure>

When additional resources, (whether human or physical,) are necessary to support individual needs, these will be provided or requested as appropriate. We adopt a flexible approach through consultation with parents prior to admission, agree settling in procedures in order to ensure both the setting and staff are ready to successfully include the individual child.

'Setting in' arrangements for children are flexible. Reference is made for accessibility into and around Bloomsbury and advice sought if a care plan needs to be completed. This is

done prior to admission, for each child, in order for individual needs to be specifically met and all staff to be informed.

Training

We recognise that educators need knowledge and understanding to fully include children successfully. Therefore, we have an ongoing programme of in-service training for issues relating to special needs and inclusive practice. Each year this will be targeted towards meeting the needs of children in the year group. Training, wherever possible, will be for the whole staff but might also be on an individual or small group basis, depending on staff needs, with provision for feedback and sharing information and staff expertise. We have a **Continual Professional Development (CPD)** plan and provide training opportunities in order to best support **all children** and develop all areas of learning. Practitioners have an individual responsibility to share the skills and information they gain from individual courses by cascading their training to others during staff meetings and training days throughout the year.

We have a Teaching Assistant who has level II British Sign Language Certificate, Makaton level 3 certificate and has also completed a 6 day ASD (Autistic Spectrum Disorder) training course via Birmingham CAT Team (Communication & Autism Team).

The SEN Support Team have accessed Makaton Level 1 and PECs Phase 1 and 2 training. A number of staff have accessed Makaton level 2 training. All staff have accessed Makaton level 1 training.

Our SENCo holds the Nationally recognised SENCo Qualification; obtained September 2016.

Medical Needs

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support children with medical conditions. Where a child requires an individual health care plan then this is developed in partnership with parents and the relevant agencies or professionals responsible for the long term medical care of the child. We refer to statutory guidance supporting children in nursery/school with medical conditions (DfE, 2015).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf
Curriculum

Teaching and learning experiences are modified and differentiated to meet every child's entitlement to access learning experiences as set out in the Development Matters in The Early Years Foundation Stage Curriculum. All children are involved in the planning of activities through our careful observations and assessments. This allows us to plan the next stage of learning for each individual child.

The Learning Environment

Resources are used flexibly and specialist equipment is borrowed through support agencies or families when required. Additional equipment may also be purchased to meet individual needs. Specialist resources including British Sign Language and Signs and Symbols (Communicate in Print), are also used. We are recognised as being a Makaton friendly setting.

Regular planning meetings ensure that the environment and appropriate activities with any adaptations for children are planned. Furniture and equipment is laid out and available space used to support learning and promote confidence and independence. The play areas are designed so that all children can access a wide range of resources or facilities freely, independently or supported as need. Educators consider children's individual learning targets when planning and provide specific materials and equipment for children to play and learn with to enable them to achieve individualised objectives.

We have further developed our learning environment to meet the needs of Children with complex and significant needs. As our numbers of Children with additional needs continues to increase each year, we have responded by developing a specialised area that provides appropriate resources and teaching methods.

Risk factors are considered and checks made on a regular basis.

Entitlement

At Bloomsbury we believe that **all** children have the right to quality early years provision irrespective of special need, gender, ethnic or social background.

With this in mind we believe that there may be some occasions when it is necessary to limit the amount of time that a child spends in the nursery, in order to ensure quality provision for all children.

We are actively involved in developing our inclusive education strategies and practice through regular staff discussion around the issues as well as taking part in action research within the city. We have good links with our local schools and have links with other specialist provision. The SENCO contacts SENCO's of receiving schools prior to transition. When appropriate the SENCO and a relevant member of staff from the receiving school are also invited to the final review. These links enable us to plan effectively in order to ensure continuity and progression for each child as they move through the education system.

Summary

The policy aims to reflect our current thinking and provide a framework within which we can develop our practice in relation to Inclusive Education. The process involved has enabled us to challenge some of our traditional thinking and practice in this area although we recognise that it is an ongoing process of professional development for us all.

Updated January 2016 in response to the new Code of Practice 2016.

Reviewed and Agreed by the Governing Body, May 2017

Updated December 2019

Updated October 2020

Updated October 2021

Updated November 2022

Other related documents and useful websites are:

**Bloomsbury Local Offer 2019
Bloomsbury Graduated Response
Behaviour Policy**

<https://www.birmingham.gov.uk/localoffer>

<https://birmingham.connecttosupport.org/s4s/WhereILive/Council?pageId=3859&lockLA=True>

SEN Code of Practise 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)