

Inclusion and SEND Policy

Content:

- Page 1 -
 - Introduction and Principles
- Page 2 -
 - Partnership with Parents and Carers & Identification and Assessment of Additional Needs & Identification, assessment and provision & Admissions &
- Page 3 -
 - Principles underpinning the new Code of Practice (2005) & How we support children with special educational needs & The role of the SENDCo & At GBDN we undertake...
- Page 4 -
 - Link with other agencies & Transitional arrangements & Circulation and Complaints
- Page 5 -
 - Link Organisations.

At the Gooseberry Bush Day Nursery we believe that children come first and have a right to be cared for and educated within an inclusive setting alongside their peer group.

Our Inclusion Policy incorporates all children and young people, the rights of parents/carers and all staff. It includes individuals with additional needs and/or a disability, as well as those from minority ethnic groups; travellers; and any other diverse ethnic groups.

It also includes those with English as an additional language and Children in Care. Those with specific medical needs and/or mental health difficulties are also included.

Principles underlying our policy:

- All children have a full right of access to education through the Early Years Foundation Stage Curriculum.
- We are committed to early identification of additional needs and to adopting clear and open procedures which are outlined in this policy.
- We work closely with parents, who are fully involved in their Children's education.
- We will provide, within available resources, the highest possible quality of support and education for children with additional needs.

To co-ordinate our provision for those with additional needs, we have an in-house SENDCo. The purpose of this role is to:

- Assist with identifying any difficulties a child may have.
- To prepare Individual Education Plans which outline additional targets over and above those defined in the Foundation Stage Curriculum.
- To monitor the progress of the children identified as having an Additional Need.
- To work with these children on targets, and support their progress as advised by any additional involved professionals.
- To liaise with outside agencies

- To keep appropriate paper records.
- To act as a resource for all staff regarding Additional Needs, and to raise awareness.
- To offer support for parents.
- To review the policy annually.

Partnership with Parents and Carers:

Parents are consulted at every stage of intervention. Parents have a right to be involved in discussions about their child. Procedures will be explained to parents in order to develop a close working relationship. Parents will be offered advice about how they can work with their child at home if they so wish. The effectiveness of any intervention will depend upon the level of involvement of parents.

Meetings for parents of children needing 'SEN support' will be organised six-weekly or shorter depending on the child's development to review and write I.E.P.s. Children with TACs have reviews discussed at those meetings.

Identification and Assessment of Additional Needs:

A child has a need for additional provision to be made if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability that either prevents or hinders the child from making use of the facilities of a kind provided for children of the same age in nursery

A child will not be regarded as having a learning difficulty solely because the form of language used at home is different from the language in which he or she will be taught.

Identification, assessment and provision:

The need for early identification is paramount. It is made either by staff or from information received from external sources. The nursery follows the stages set out in the revised Code of Practice.

Admissions:

In certain circumstances some children may require additional resources. Parents of children with particular needs should either approach the settings SENDCO or Manager to discuss their child's needs.

This policy is written to reflect the ethos of our nursery and in consideration of the Special Educational Needs Code of Practice (2015)

Principles underpinning the new Code of Practice (2015)

- The views, wishes and feelings of the child or young person and the child's parents.
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the child or young person and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

How we support children with special educational needs

At the Gooseberry Bush a team of practitioner's co-ordinates procedures for children with individual needs. The Early Years practitioner leads the team. All staff attend whenever possible relevant training arranged by Children, Schools and Families and other professional bodies.

The role of the SENDCO:

- Assist with identifying any difficulties a child may have.
- Help plan approaches, strategies and provide provision for individual children identified as SEN support.
- Keep parents in touch with progress.
- Review the policy annually.
- Identify outside agencies that can help with parent's permission.
- Act as a resource for all staff regarding special educational needs.
- Keep the SEND files and SEN support register up to date.
- Make referrals, initiate EHC plans and apply for Early Years Access To Learning Grant.
- Seek advice, support and training where required.
- Attend SENDCO network cluster meetings
- Read and pass on reports to the child's keyworker.

At Gooseberry Bush Day Nursery we undertake:

- Children with special needs, like all other children, are admitted to the nursery after consultation between parents, manager and key worker.
- To include any child with any form of individual need either with or without additional support in terms of equipment and/or staffing.
- If it is felt that a child's needs cannot be met in the nursery without the support of a one-to-one worker, funding will be sought to employ one.
- Our system of observation and record-keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.
- To advise parents where we feel there may be a problem which requires medical diagnosis and treatment, such as a sensory impairment.
- To prepare individual education plans (IEPs) which outline additional targets for a child, over and above those defined in the foundation stage curriculum.
- To suggest ways in which parents can support their child's progress at home.

- Use a graduated approach to assessment through a system of assess, plan, do and review.
- To continue to include any child who may develop special educational needs while in our care, by seeking support from within our own setting and outside our setting where appropriate.
- Specialist equipment and /or adaptations may be necessary to enable children with special needs to be integrated.

Links with other agencies

The nursery relies heavily upon parents to inform them of all other agencies involved with their child as such information may not necessarily be known by the nursery. We will not contact other agencies without parental consent, unless there are concerns about child protection.

We work in liaison with staff outside the group, including therapists, health visitors, psychologists, social workers, paediatricians and Portage workers, to meet children's specific needs and to provide support for the family.

Please see list of agencies at end of this policy.

Transitional arrangements

When we know the next setting which a child will attend, we aim to liaise with them in order to make a smooth transition. We will pass our progress reports, plans and assessments to them to enable a child's progress to be monitored effectively. We will not, however, pass on any information about a child to any other agency, without parental permission.

We have a link teacher from Rosemellin School that visit the nursery during the summer term and we take part in parental transitions, if parents are unable to attend. Children going to Rosemellin School, during the summer term will be able to experience lunch at the school with Gooseberry Bush staff.

Circulation & Complaints

Any parent is welcome to ask for their own copy at any time.

If a parent or carer has concerns about their child or children, relating to special needs issues, which are not satisfactorily resolved within the nursery, they should follow the general complaints procedure, a copy of which is available in the policy folder in reception.

Link Organizations:

Inclusion Team
Leanne Ross: Senior Locality SENCO
Senior Educational Psychologist
Educational Psychologist
SEN. Rosemellin School
Sure Start Speech & Language team
Camborne Nursery School & Hearing centre
Child Development Centre
Health Visitor
Safeguarding children's Board
Portage worker
Social Care
Student Services
Cornwall Action Team
Physio therapist
Occupational Therapist
Claire Whittingham
Early Help

This policy was created by the GBDN on: 15/2/2019

Reviewed on:

Reviewed on:

Signed by the Manager, on behalf of GBDN: *C. Buscombe*