**Special Educational Needs / Inclusion Policy**

Rationale

Birmingham City Council has a vision of equality and fairness. Active promotion of Inclusion for all children is an important part of this vision as it gives every child the same entitlement to educational opportunities.

To achieve inclusion for everyone, schools need to: -

* Identify their current position with regard to inclusive thinking and practice and identify action needed to develop further.
* Monitor and evaluate progress towards inclusion.
* Develop the confidence and skills of all staff members to support this process.

The Disability Discrimination Act 2001 came into effect in Nursery Schools in September 2002. This Act makes it unlawful to treat disabled children ‘less favourably’ for reasons related to their disability.

The Department for Education (DFE) published a new Special Educational Needs and Disabilities (SEND) Code of Practice on 30th July 2014. It is statutory guidance which came into force in September 2014, replacing the 2001 code.

The new Code of Practice (2014) has a clear focus on the views of children and young people and parents in decision making at individual and strategic level. There is a strong focus on high aspirations and on improving outcomes for children through join planning and commissioning of services to ensure co-operation between education, health and social care.

It is seen as a graduated approach to identify and support pupils with SEN which replaces Early Years Action and Early Years Action Plus.

At Jakeman we believe that all children are entitled to have their individual needs appropriately supported in order to fully participate in the life of our Daycare and School provisions. As laid out in the Early Years: guide to the 0-25 SEND code of Practice (Sep 2014), “All publicly funded early years providers must promote equality of opportunity for disabled children”. Staff will work in partnership with parents and other professionals to ensure that:

Children with special educational needs and disabilities (SEND) should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage (EYFS).

Our named SENCO’s are responsible within the settings for coordinating the day to day provision of education for pupils with SEN.

**AIMS**

* All children have a right of full access to a broad, balanced, relevant and differentiated early year’s curriculum.
* All children have a right to expect to learn in a caring, considerate and inclusive environment where the staff and the children are all valued for their contribution to school life.
* Our federation is committed to the early identification of children with additional needs and to adopting clear and open procedures are outlined.
* Our federation is committed to working closely with parents who are fully involved in all decisions that affect their children’s education.
* We will provide, within available resources, the highest possible quality support and inclusive education for all children.

**As a UNICEF Rights Respecting School, we recognise Article 23 (Children with disabilities) of the United Nation Rights of the Child:**Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

**These objectives will be achieved by:**

* Ensuring entitlement for all pupils to a broad, balanced, relevant, differentiated and effective curriculum which is appropriate to individual children's special needs.
* Providing a high quality, accessible learning environment for all children both inside and outside.
* Ensuring that all children's progress is monitored, recorded and reviewed.
* Recognising the rights of the child and ensure that inclusion and equal opportunities are embedded in our practice
* Ensuring that all staff are aware of the Code of Practice, additional needs procedures and  the role of the SENCO.
* Providing opportunities for staff to receive relevant training.
* Establishing a partnership between parents and school enabling parents to support their child and work closely with the school.
* Providing appropriate resources for all children, ensuring differentiation.
* Providing an effective and meaningful learning environment where all children are respected and encouraged to reach their potential.

Specific Roles and Responsibilities:

Jakeman Nursery School’s named SENCO:

**Maria Mackey (Inclusion Leader)**

Named SEND Governor for our school:

**Sue Sidaway**

In response to the guidance for Looked After or previously Looked After Children issued in February 2018, the governing body have agreed it to be appropriate that the named SENCo’s for both schools to also be the designated teachers for this group of children as research shows that over 50% of Looked After Children will have some degree of SEN.

The Executive Head Teacher maintains overall responsibility for pupils with special educational needs.

The SENCO’s work with the Executive Head Teacher and governing body to determine the strategic development of SEN policy and provision in the school. The SENCO provides professional guidance to colleagues and will work closely with staff, parents and carers, and other agencies.

The governing body works with the Executive Head to determine appropriate staffing and funding arrangements for Special Educational Needs. The appointed SEN Governor works with the school in supporting the development of high quality provision and evaluating the impact for pupils with SEN.

The role of the SENCO is to:

* Liaise with parents/carers to ensure that they are closely involved throughout and that their insights inform any further action taken by the Nursery school.
* Liaise with other professionals or agencies beyond the setting.
* Support all practitioners to ensure they fully understand their responsibilities to children with SEND and the federation’s approach to identifying and meeting those needs.
* Ensure that the “graduated approach” with 4 stages of action (assess, plan, do and review) is adopted and maintained.
* Ensure that background information is collected, recorded and updated.
* Ensure that any support and interventions are “evidence based” and available to parents.
* Take the lead in further assessment of the child’s strengths and areas in need of additional support to guide future planning to meet the child’s needs.
* Ensure that appropriate records are kept for children requiring “SEN Support”
* To liaise with Birmingham Local Authority (SENAR) to begin the process of an Education, Health and Care Needs Assessment and plan (EHC)
* To co-operate with Birmingham Local Authority to carry out “needs assessments” of SEND children in the development and review of their EHC Plans.
* Ensure that transition to another setting is planned and that children with SEND and their families are fully prepared.

Special Educational Needs and Disability (SEND) definition:

Children and young people with SEN may need extra help because of a range of needs. The 0-25 SEND Code of Practice (Sep 2014) sets out 4 areas of SEN:

* Communicating and interacting
* Cognition & learning
* Social, emotional & mental health difficulties
* Sensory and/or physical needs

Some children may have SEN that covers more than one of these areas

A disability is described in law (Equality Act 2010) as a “physical or mental impairment which has a long term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities”. This can include long-term health conditions such asthma, diabetes or epilepsy.

Admission Arrangements

As a federation which is seeking to be truly inclusive and non-discriminatory, children with SEND will be welcomed and admitted according to the same policy as all other children. According to current legislation, all Early Years providers must “not discriminate against, harass or victimise disabled children, and they must make reasonable adjustments to prevent them being put at a disadvantage”. (Equalities Act 2010). Therefore, a child cannot be refused a place on the grounds of special educational needs. Provision will also be made for children not previously identified as having SEN. When additional resources, whether human or physical are necessary to support individual needs, these will be provided or requested, as appropriate. This forms part of the flexible adopted approach through consultation with parents prior to admission, agreed settling in procedures and ensuring the setting is ready to successfully include the child.

Partnership with Parents

As a registered childcare provider and Local Authority Nursery School’s we acknowledge that parents and carers: “Know your children best of all. What you as parent’s think, feel and say is important”. (Foreword Edward Simpson: Special Educational Needs and Disability: A guide for parents and carers)

We have a commitment to developing close and strong partnerships with parents / carers, including those of children with SEND. This will be achieved by developing relationships with parents/carers that will:

* recognise and fulfil their responsibilities as parents and play an active and valued role in their children’s education.
* make their views known about how their child is educated.
* have access to information, advice and support during assessment and any related decision making processes about special educational provision (0-25 SEND Code of Practice September 2014)

Staffing

Within our provisions the child’s primary support will be from the key person/s who will liaise with other staff including the SENCO (and the Learning Support Assistants, if allocated). Provision for children with SEND is a matter for everyone in the setting. All children need consistency and continuity of care; and staff who are sensitive and responsive to the individual needs of children. It is important that staff have knowledge and awareness of the specific and individual needs of the children in their care.

Training

Staff require knowledge to include children successfully. We have an ongoing programme of in-service training for issues relating to SEND. This will be targeted towards meeting the needs of that particular year’s cohort of children. Training will be assessed as to whether it is best delivered to the whole staff team, small groups or on an individual basis. The SENCO will ensure the coordination of information and feedback to all staff.

Curriculum

Practitioners need to provide relevant learning and development opportunities and set realistic and challenging expectations that meet the diverse needs of children. In order for all children to access the EYFS Curriculum, observation based planning will take place that acknowledges each child’s learning requirements and style. For children with SEND, the focus should be on removing barriers for children where these exist and on preventing learning difficulties from developing.

This is achieved by differentiating learning and teaching experiences.

Resources

Resources are used flexibly and some equipment is borrowed through support agencies. Additional equipment may be bought to meet individual needs from the Daycare/ School budgets, inclusion grants or charities. Specialist resources may also be needed.

Learning Environment

Furniture and equipment is laid out and available space used to support learning, promote confidence and independence. Risk factors are considered and checks made on a regular basis.

Identification and Assessment

Systems of observation and assessment are routinely used. When these raise concerns we use a graduated approach to action and intervention.

If you child has SEN they will be able to access support called SEN Support. The four stages of SEN Support are:

Assess: Your child’s difficulties will be assessed so that the right support can be provided. Developmental checklists and curriculum based assessment are used to gain additional information.

Plan: the outcomes that the SEN support is intended to achieve – how your child will benefit from the support. This will be in conjunction with the parents and setting based SENCO’s.

Do: Jakeman will put the planned support in place. Your child’s Key Person will remain responsible for working with your child but the SENCO and any specialist staff involved will work closely to track progress and effectiveness of the support

Review: The support your child receives should be reviewed at the time agreed in the plan.

If your child has more complex needs might instead need an Education, Health and Care Plan (EHC)

The federation settings may also access the “Local Offer” to see what help is available. The “Local Offer” is a publication by Birmingham Local Authority identifying education, health and social care services provided for children with SEND.

At Jakeman, children are encouraged to make regular choices on a daily basis, to express their views and to be listened to.

We respect the confidentiality of the child and family at all times.

Links with Support Services and Other Agencies

Successful partnership with other agencies is in the best interest of the child. We are committed to working with others, sharing expertise, responsibility and information. Other professionals may include:

Area SENCO

Inclusion Support in Early Years (ISEY)

Educational Psychologist   
Early Support Service  
Speech and Language Therapist  
Child Development Centre

Practitioners from other educational settings

Parents and carers will be consulted and full consent obtained before children are referred.

**REFERENCES AND USEFUL READING**

* Children and Families Act 2014
* Sen Code of Practice September 2014
* The Foundation Years
* Munro Review of Child Protection
* Equality Act 2010
* The Special Educational Needs and Disability Regulations 2014
* The Special Educational Needs (Personal Budgets) Regulations 2014
* The Statutory Framework for the Early Years Foundation Stage 2014

Monitoring the Policy

The special educational needs / Inclusion policy is embedded in day to day practice within our provisions and, as such, is a working document which can change over time through staff discussion. The SENCO will be responsible for leading the annual review of the policy, keeping up to date with current legislation/guidance and managing any developments with particular reference to Success for Everyone / Standards for Inclusion Criteria.

Date Policy Adopted: 18.09.2019

Date for next renewal: Autumn Term 2020

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sean Delaney

**Chair of Governors**

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ David Aldworth

**Executive** **Head Teacher**