



Special Educational Needs and Disability/Inclusion Policy

Special Educational Needs and Disability / Inclusion Policy September 2016

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0

– 25 (2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2014)
 - Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO after consultation with all staff members at the school, the SEND Governor, and the parents of pupils with SEND.

SECTION 1:

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BEYA

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Fundamental Principles at BEYA

At BEYA we welcome children with special educational needs and disabilities (SEND) as part of our community. We recognise that we will need to consider the individual needs of children when planning our curriculum **and we aim to provide a curriculum, which is accessible to the individual needs of all our children.**

We recognise the importance of early identification and assessment of children with special educational needs and disabilities. This is particularly important in the area of early years education. **We will develop practices and procedures which will aim to ensure that all children's special educational needs and disabilities (SEND) are identified and assessed. The curriculum will be planned to meet their individual needs.**

We recognise the vital role of parents/carers in the identification, assessment and response to their children's SEND needs. **We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.**

We believe in the involvement of the child and the importance of taking their views into account. **We will make every effort to involve the child in decision-making about their special educational provision.**

We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs. **We will actively support the establishment and maintenance of close links with all agencies working with the child.**

All practitioners at BEYA are practitioners of special educational needs and have a duty to plan for and deliver an inclusive curriculum for all children in their class.

SECTION 2: The Aim

The aim of this policy is to ensure that every child at BEYA has equal opportunities to develop into a responsible, independent learner, and is able to take a full and active part in the life of the school. We will raise the aspirations of and expectations for all pupils including children with SEND, focusing on the goals they need to achieve and outcomes in order to make progress.

Objectives:

1. To identify and provide for pupils who have special educational needs (SEND) and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2015
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO)/ inclusion manager who will work with the SEND Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils
6. To work in partnership with parents/carers to maximise the potential of children with additional needs.
7. To work closely with other professionals and use their advice to support children with additional needs.
8. To provide a warm and welcoming environment in which individuality is celebrated.

SECTION 3: Identifying Special Educational Needs and Disabilities

There are four broad areas of need in the SEND Code of Practice (2015):

- **Communication and Interaction:**

Children with Speech and Language needs will have difficulty communicating with others due to difficulties saying what they want to, understanding what has been said to them and/or social understandings of communication for example awareness of the listener.

- **Cognition and Learning:**

Children may learn at a slower rate than their peers even with appropriate differentiation. Learning difficulties cover a wide range of needs.

These can include Moderate learning difficulties (MLD), specific learning difficulties (SLD), Profound and Multiple learning difficulties (PMLD) and Specific learning difficulties (SpLD) – this includes conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and health difficulties:**

Children who have social, emotional and health difficulties may show behaviours such as being withdrawn, isolated, or challenging, disruptive or disturbing behaviour.

Children may have conditions such as Attention Deficit Hyperactivity Disorder (ADH) or attachment disorder.

Sensory and/or physical needs:

Children may need special educational provision due to vision impairment, hearing impairment, multi-sensory impairment or physical disability.

Children may need referral to occupational therapy to help support hyper sensitivity to touch, sight, smell or sounds.

At BEYA we observe all children and talk regularly to parents. Half-termly the SENCO meets with all staff for a 'child awareness' meeting where staff discuss any children showing concerns in one or more of the above areas. This helps us to identify what action we need to take in order to support the children.

Early identification of children with additional needs will be a priority. It will be the responsibility of the class team to identify any child causing concern, to liaise with parents, implement additional and differentiated teaching strategies and to monitor progress on a regular basis.

Information regarding strategies used will be shared with Parents and Carers during parent consultation. A copy of the child's Special Educational Needs Support Plan will always be given to parents after they have been consulted on their child's needs during a SEND support plan meeting.

Further action will be taken if required, indicators include; little or no progress, working at levels below that expected of pupils of a similar age, social and emotional difficulties which substantially and regularly interfere with the pupils own learning, sensory or physical needs which require specialist equipment or visits by a specialist service and/or ongoing communication difficulties.

The SENCO will seek support and advice from appropriate outside specialists with parental permission and this advice will be implemented at school.

In cases where the parents, school and specialists conclude that the child's needs remain substantial and they cannot be met effectively within what is ordinarily available, a request for SENIF (SEN Inclusion Funding) or an Education and Health Care Plan assessment will be made.

SECTION 4: A Graduated Approach to SEND Support

Practitioners are responsible and accountable for the progress and development of their key children, including where pupils access support from intervention groups or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Additional intervention and support cannot compensate for a lack of good quality teaching. At BEYA, we regularly review the quality of teaching as part of the staff appraisal process.

We use a Graduated Approach to identify, plan and assess children who need SEND support. The Graduated Approach consists of 4 steps:

ASSESS – PLAN – DO – REVIEW

All staff are constantly observing children and this information is collected and informs regular assessment. A child will be identified as possibly needing SEND support if they make little or no progress and/or their progress and attainment is below national expectations with differentiated support and Quality First Teaching.

Through discussions with the parents, practitioners and the SENCO, it will be planned how to best support the child in school and at home. A referral to outside agencies may be appropriate and be undertaken by the SENCO with parental permission. A Special Educational Needs Support Plan (SEND plan) will be written with parents detailing their child's needs and short term outcomes which aim to meet those needs.

Regular reviews are needed in order to ensure the SEND plan is appropriate to meet the child's needs; this will be undertaken through meeting the parent and assessing the child through the use of our OPAL Assessment and in some cases the Early Years Outcomes.

SECTION 5: MANAGING PUPILS NEEDS ON THE SEND REGISTER

Through analysis of data and discussions with staff, the SENCO will create a register detailing those children who are requiring further support with their learning. This helps all staff to plan where the needs are in the school and ensure all needs are being met.

It may be appropriate to seek outside agencies advice or whole school training to provide a whole school approach for a particular need to ensure consistency.

SECTION 6: CRITERIA FOR EXITING THE SEND REGISTER

Pupils on the SEND register need to be carefully planned for and assessments made throughout their attendance at BEYA. If progress and attainment meets or exceeds the national expectations and the child is able to make this progress with Quality First Teaching alone they may be removed from the SEND register. This would be the course of action after discussions with the parents, class teachers, and the Head Teacher.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

Parents can access information on SEND through Barnet's Local Offer and the BEYA SEND Information Report which can both be found on the Nursery Schools websites.

Admission arrangements to BEYA:

Priority will be given to children considered to have a special educational need. Such children may have an Education Health and Care Plan. The recommendations of fellow professional's e.g. educational psychologist, speech therapist, health visitor, social worker and colleagues from the Sensory and Physical Support Service, High Incident Support Team and the Home Teaching Service for Pre-School Children with Special Educational Needs will be of paramount importance in determining priority.

Offering support to families:

All members of staff need to be aware of the emotional impact some parents may experience when their child is placed on the SEND register and to be sympathetic to this.

A referral to an outside agency to provide support for the whole family may be needed e.g. A Universal Plus referral

If appropriate, a Common Assessment Framework (CAF) may be of benefit to support the family.

Transition Arrangements:

Close links will be established with the schools to which children with special educational needs will transfer at the end of their time in Nursery School.

Primary school staff will be invited to review meetings and all relevant documentation handed over.

In the final weeks before transfer, the Inclusion Manager and reception staff will be encouraged to visit and observe the child in Nursery.

Whenever possible a member of staff will accompany the child on visits to the school of transfer.

SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

BEYA recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and or disabilities (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

If a child has a medical condition, advice will be sought from a medical professional who knows the child and discussions will take place with the parents. All medical needs take priority and a care plan may be appropriate so that all staff are aware of the procedures for the individual.

With permission from the parents; photographs and information detailing the nature of the medical condition will be displayed in a designated place within the school to ensure all staff are fully informed.

Medicines shall be kept in a named box in a place that staff members know where to access the medicines in case of emergency and parents informed when medicines have been administered.

Staff will have up to date first aid training and training for administering an Epi-pen.

SECTION 9: TRAINING AND RESOURCES

Staff will be encouraged and afforded the opportunity to take part in any relevant courses focussing on Equalities and Inclusion for children with Special Educational Needs and where appropriate whole school INSET with focus on aspects of Inclusion.

Staff meetings will provide regular opportunities for discussing strategies for dealing with children with additional needs and reviewing and evaluating procedures.

All teachers and support staff undertake induction when taking up a post and they are involved in the regular 'child awareness' meeting where the SENCO has the opportunity to explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCO will regularly attend the LA's SENCO network meetings in order to keep up to date with local and national updates.

Training needs of staff are to be identified annually by assessing individual staff needs and the cohort that year. This will be written into their staff appraisal.

SECTION 10: ROLES AND RESPONSIBILITIES

The SEND Governor is responsible for overseeing the implementation of this policy within the school and is invited to monitoring meetings to ensure effective practice is being carried out for those children with SEND. The teachers with Safeguarding Responsibility are Kelly Brooker, Caron Rudge and Corrine Hurd

The staff member responsible for managing medical needs is a senior leadership member at each school along with the early year's teachers.

SECTION 11: STORING DOCUMENTATION

All confidential documents including reports, advice and any document which is named will be stored in a locked cupboard every night.

The SENCO has a cupboard containing information on past and present pupils and this must be locked each night and only members of staff are able to access this information.

SECTION 12: REVIEWING THE POLICY

This policy is to be reviewed every 3 years and updated when appropriate to do so.

SECTION 13: ACCESSIBILITY

Accessibility to the school would be managed depending on individual needs. Each Nursery School has an Accessibility Plan on the school websites.

SECTION 14: DEALING WITH COMPLAINTS

Any concerns or complaints about SEND provision by parents should be addressed to the key worker, initially. If the parents are still not satisfied they should approach the SENCO who will look into the problem and report back within a week. If the parents/carers continue to be dissatisfied, the SENCO will refer the matter to the head teacher to take further action as appropriate

5: BULLYING

Please refer to the schools bullying policy which can be found on the school website.

16: APPENDICIES

Please see link on the school website to the schools SEND information report. Please click on this link to go to the Barnet Local offer <https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html> .

*BEYA Nursery Schools comprise of Hampden Way, Brookhill and St Margaret's Nursery Schools