



Birmingham Federation Maintained Nursery Schools

Allens Croft Nursery School *Lillian De Lissa Nursery School* *Adderley Nursery School*
Jakeman Nursery School *St Thomas Centre Nursery School* *Gracelands Nursery School*
Shenley Fields Nursery School *Newtown Nursery School* *Highfield Nursery School*

Inclusion and Special Educational Needs Policy

Lillian de Lissa Nursery School

This policy is developed in line with our safeguarding policies

Within our school/s, we believe that every child is entitled to an education that allows them to achieve well, in an educational setting that meets their individual needs.

In line with the Code of Practice we will ensure:

- All children have the right to a broad, balanced, relevant and differentiated curriculum.
- All children have a right to learn in a caring, considerate and inclusive environment, where the staff and children are all valued for their contribution to school life.
- All children are entitled to an education that meets their individual needs and allows them to achieve the best possible outcomes.

We are committed to...

- The early identification of additional needs.
- Working in partnership with parents.
- Providing, within available resources, the highest possible quality support and inclusive education for all children.
- 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 ensuring that inclusion and equal opportunities are embedded in our practice.
- Providing opportunities for staff to receive relevant training.
- Providing an effective and meaningful learning environment where all children are respected and encouraged to reach their potential.

**Respecting every child's rights... (UN Convention of the Rights of the Child:
www.unicef.org.uk)**

Article 3 - *The best interests of the child must be a top priority in all things that affect the child.*

Article 12 – *Every child has the right to have their say in all matters affecting them, and to have their views taken seriously.*

Article 19 - *Protection from violence, abuse and neglect.* Our schools recognise that all children have a right to be safe. Some children with a disability or special educational need may be more vulnerable to abuse (Safeguarding & Child protection policy). A child with a disability has the same right as non-disabled children to be protected from harm and abuse.

Research evidence suggests that disabled children are at increased risk of abuse and neglect, and that the presence of multiple disabilities appears to increase the risk of both abuse and neglect, yet they are underrepresented in safeguarding systems. Disabled children can be abused and neglected in ways that other children cannot and the early indicators suggestive of abuse and neglect can be more complicated than for disabled children.

Whilst the Safeguarding Disabled Children Practice Guidance (DCSF July 2009) does not identify specific groups of disabled children, particular reference is made to children with speech, language and communication needs. This includes those who use non-verbal means of communication as well a wider group of children who have difficulties communicating with others.

Article 23- *A child with a disability has the right to live a full and decent life with dignity and independence.*

Article 28 – *Every child has the right to an education.*

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

Specific Roles and Responsibilities

Head Teacher: Sally Appadu

Special Educational Needs & Disabilities Co-ordinator (SENDCo) –
Samantha Bowker

Governor with responsibility for SEND:
Margaret Sullivan

The Head Teacher maintains overall responsibility for pupils with special educational needs and/or disabilities.

The SENDCo works with the Head Teacher and Governing Body to determine the strategic development of the Inclusion and Special Educational Needs policy and provision in the school.

The SENDCo and the Head Teacher are responsible for overseeing the day-to-day operation of the school's Inclusion and Special Educational Needs policy and coordinating the provision of education for pupils with special educational needs and/or disabilities (SEND).

The role of the SENDCo is to:

- Liaise with parents/ carers, offering advice and support whilst also ensuring open and honest communication.
- Liaise with other professionals and outside agencies
- Provide professional guidance to colleagues, ensuring all practitioners in the setting understand their responsibilities to children with SEND
- Coordinate provision for children with SEND, including work with teaching assistants and teachers to ensure high quality, effective interventions are in place and are monitored regularly as part of the graduated approach.
- Ensure appropriate records are kept for children requiring SEND support, including background information from parents and previous settings.
- To liaise with SENAR and SEND Support Provision to request Education, Health and Care Assessments and plans. (EHCP) and SEND Support Provision Plans (SSPP)
- Advice on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Gain funding from Inclusion Support in the Early Years (ISEY)
- Providing behaviour support including Safer Handling Plans and Team Teach.
- Plan for transitions, liaising with future settings, ensuring that children and families are fully prepared.

The Role of the Class Teacher/ Key Worker:

- Teachers/key workers are responsible and accountable for the progress and development of the pupils in their class/group, even where pupils access support from additional teaching assistants or specialist staff.
- To support the early identification process through the graduated approach.

The Role of the Governing Body:

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

Our named governor for SEND is Margaret Sullivan. She works with the SENDCO to ensure that the SEND and Inclusion policy works within the guidelines of the SEND Code of Practice (2015), the Local Education Authority, other policies within school and the UN convention on the rights of the child.

Admissions Arrangements

It is the aim of our schools is to be fully inclusive and non-discriminatory. All children, including those with SEND are welcome to attend. The Equality Act (2010) states that all Early Years providers must "not discriminate against, harass or victimise disabled children, and they must make reasonable adjustments to prevent them from being put at a disadvantage". Therefore, a child cannot be refused a place on the grounds of special educational needs. Additional resources will be provided or requested according to individual need. Each Nursery has a flexible approach to admissions, which promotes consultation with parents prior to admission, agreeing settling procedures and ensuring the setting is ready to safely and successfully include the child.

Identifying Special Educational Needs

Children and young people with SEND may require extra help due to a range of needs. The 0-25 SEND Code of Practice (2015) describes four broad areas of need:

- Communication & Interaction
- Cognition & Learning

- Social, emotional & mental health difficulties
- Sensory and/or physical needs

Some children may have needs that cover more than one of these areas. Within our schools, in line with the Code of Practice (2015), we plan the educational provision based on individual children's strengths and needs. Children's needs are considered as part of a holistic approach.

A disability is described in law (Equality Act, 2010) as a "physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day today activities". Identifying that a child needs additional support may happen in a number of ways:

- We work very closely with the Family support teams from Local Children's Centre's and Developing Local Provision (DLP) co-ordinators to ensure early identification and positive transitions. Children's needs may be identified when they attend Children's Centre groups or DLP Stay and Plays.
- Induction meetings are carried out before children start attending the Nursery. These can take place either at nursery or at home.
- Staff can raise concerns about individual children by completing an 'Initial concerns' form.
- Health visitors and GPs often raise concerns and liaise with the Nursery.
- We also work closely with the Early Support Service and the Area SENCO Team.

We recognise the important role our school plays in the early identification and assessment of children with special educational needs.

Monitoring and Supporting Children with SEND - A Graduated Approach

Assess, Plan, Do, Review

As outlined in the Code of Practice (2015) we have adopted a graduated approach with four stages of action:

Assess:

In identifying a child as needing SEND support, the nursery team (teachers, key workers and teaching assistants) will work with the SENDCo, child's parents or involved professionals to carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, the SENCO will request permission from the parents to involve outside agencies in specialist assessments.

Plan:

Where it is decided to provide SEND support, and having formally notified the parents, the nursery team and the SENDCo will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review.

Plans will take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff training needs should be identified and addressed.

Parents will be involved at every stage of the process and will be given advice and support on how they can contribute to their child's progress and development at home.

Do:

The child's key worker and/or teaching assistant (supported by the class teacher) will be responsible for working with the child on a daily basis. With support from the SENDCo, they should oversee the implementation of the interventions or programmes agreed as part of SEND support. The SENDCo

will support the practitioners involved in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review:

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The SENDCo and the child's parents will meet to evaluate the impact of the support received. The child's views will also be taken into account. Changes to the outcomes and support will be agreed, in light of the child's progress and development. Parents will be given clear information about the impact of the support provided and will be involved in planning next steps. At each stage, parents will be given the opportunity to engage with the setting and contribute their insights to assessment and planning. Intended outcomes will be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

The SENDCo will co-ordinate and lead this process, ensuring that the cycle of action is revisited regularly to identify the best way of securing good progress. The SENDCo will support individual practitioners and will ensure that the Nursery team are informed by EYFS materials, the Early Years outcome guidance and Early Support resources.

SEND Support Provision Plans

Most children with special educational needs and disabilities can have their needs met by us in the Nursery School through an Early Support Plan, using the systems outlined above. If more support is required and we feel additional support will be needed when a child transitions into Primary School, we may develop a SEND Support Provision Plan.

"SEND Support Provision Plans (SSPP) are a document developed by Birmingham Local Authority, for schools and settings to use. Schools and settings do not have to use these documents but they are particularly useful for demonstrating the provision being put in place for children and young people where their needs are complex and require multi-agency involvement, but where the provision does not require an EHCP in order to support delivery within a mainstream setting.

The SSPPs are designed in a way that schools and settings, in partnership with parents, are able to build up a picture of need and provision over time. Schools and settings must involve parents and carers in the planning of provision and so if a school is planning to record the provision, they are putting in place in a SSPP then parents should be involved in this process.

SSPPs must be reviewed regularly as per the Code of Practice for SEND (2015). These reviews must include parents and should also include any relevant SEND support services involved with the child or young person.

SEND Support Provision Plans are also used by the Local Authority as the mechanism by which mainstream settings can apply for additional 'top up' funding for pupils who DO NOT have an EHCP but where their funding profile indicates that the funding required is above the amount of funding the school or setting is required to commit to meet your child/young person's need from within their own budget. The SSPP also includes a section for the school or setting to detail what the additional funding would be used for.

If a school is using the plan to request additional funding, then signed parental permission must be gained and there must be a Local Authority SEND Support service representative involved in the writing and reviewing of the plan."

https://www.localofferbirmingham.co.uk/send_support_services_menu/send-supportprovision-plan-sspp/2021

Education, Health and Care Plans

On some occasions, despite the Nursery School/s having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the SENDCo may need to request an Education Health Care Plan because the child has not made the expected progress and/or requires additional support.

If the School or parents feel that an EHCP is required the SENDCo will arrange a 'Team Around the Child' (TAC meeting) and prepare an EHCP Request, which includes reports from outside agencies

and information from the school and parents. If parents and professionals agree that the information in the TAC report meets the EHCP criteria, then a request is made to SENAR.

If SENAR decides that there is sufficient need for statutory assessment, further evidence will be collected by the school. The SENDCo, in consultation with the staff, parents and outside specialists will write a further report, considering the child's needs now and in the future. A meeting with the child's parents, SENDCo and outside agencies will be held to review the draft EHCP, a Principle Officer from SENAR may also attend. If all parties agree that the information in the draft EHCP is correct the Final EHCP is produced.

The SENDCo will support parents through every step of this process, ensuring that the views of the child and the parents are heard.

For more information about Education, Health and Care Plans

https://www.localofferbirmingham.co.uk/send_support_services_menu/education-health-andcare-plan/

Local Offer

When appropriate we may also access Birmingham's 'Local Offer' to see what help is available. The Local offer published by Birmingham Local Authority identifies education, health and social care services provided for children with Special Educational Needs and Disabilities.

<https://www.localofferbirmingham.co.uk/>

Working with outside agencies and specialist support services

Our schools recognise that to provide a fully inclusive and supportive environment there is a need to work with the full range of support services and external agencies. Our schools have developed positive working relationships with many support agencies and health services where support and advice is regularly requested.

We are committed to working with others, sharing expertise, responsibility and information.

The SENDCo meets regularly with Educational Psychologist, Pupil and School Support and Communication and Autism Team Teacher designated to each school in the cluster.

Each school also works with a range of other specialist support services:

- Sensory Support Team
- Physical Difficulties Support Service
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Conductive Education
- Child development Centre practitioners
- Health visitors
- Early Support Service

Consent is always obtained before referrals are made to outside agencies. Parents are made aware of any involvement from outside agencies and are provided with relevant information and advice.

We respect everyone's right to confidentiality and will always seek permission to share information with other agencies regarding a child's needs.

Access and the Learning Environment

Our school staff teams each work together to adapt their own environment to meet the needs of the children who attend, advice is sought from outside agencies, when necessary, in order to meet the needs of all individuals, making changes and reasonable adjustments when required.

We aim to ensure that the premises for our school/s are fully accessible to both children and adults. In ensuring access for all we consider the following - width of corridors and doors, ramps, lighting, colour schemes, furniture, sensory areas, use of space, changing/toilet facilities, accessible outdoor play space and resources that all children can use.

As part of each school's ethos, we see the environment as a tool for supporting learning and developing skills and ideas, we therefore plan the environment carefully in order to maximize learning opportunities, build confidence and facilitate independence.

An accessibility plan has been completed to address any actions identified. See the Nursery website for details of the accessibility plan.

Curriculum

Our school/s follow the Early Years Foundation Stage Curriculum, adapting and differentiating activities to ensure all children are able to access all areas of the curriculum. We ensure planning is based on assessments, observations and children's individual learning styles and needs. We aim to remove barriers to learning by setting realistic but challenging goals.

The Statutory framework for the EYFS 2021 states "Practitioners must consider the individual needs, interests and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development."

Our school/s use the graduated approach as outlined in "the SEND Code of Practice (2015) for the identification of provision for children with special educational needs. Teaching children with send is a whole school approach.

Universal – quality first teaching – universal provision for all children where the class teacher/ key workers

- set high expectations which inspire, motivate and challenge pupils
- promote good progress and outcomes by pupils
- demonstrate good subject and curriculum knowledge in the early years foundation stage
- plan and teach well-structured lessons
- adapt teaching to respond to the strengths and needs of all pupils
- make accurate and productive use of assessment
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

Targeted Intervention – Universal provision PLUS additional time limited, tailored intervention support programme to accelerate progress and enable children to work at age related expectations – not a special intervention for pupils with SEND. This is managed by the class teacher or key person and monitored and reviewed in the termly pupil progress meetings with the SENDCO.

Specialist Support– targeted individualised interventions for a small percentage of children who even with high quality teaching and support do not make progress and have been identified as having specific high level needs to fill gaps in their learning, remove barriers and accelerate progress. At this stage the child will be recorded on the SEND data base under the category SEN support. The SENDCO will seek advice and involvement from specialist support services, either in house or external that will

- provide specialist assessments
- give advice on or provide an individualised and structures programme of support that is tailored to the specific difficulties (this may be delivered by class teacher/ key person/ SEND team or in some cases the professional themselves)

For some children a specific main area of need plan is devised (e.g SALT). This intervention is monitored, assessed, reviewed and discussed with the parent and the class teacher / key person in the regular parent consultation meetings (with the support from the SEND team, if required). The SENDCO and Teacher monitor the intervention in termly pupil progress meetings.

"My SEN & Early Support Plan" is completed identifying all the areas of need and the agencies involved. The SENDCO is responsible to assess, plan and review the plan termly with the parents, professionals (if available) and key/ SEND worker and complete other forms of assessment if required.

If a child, despite high level of support or interventions, has made little or no progress then a request for an EHCP will be submitted to the local authority.

Resources

All pupils have access to a wide range materials and resources, differentiated where appropriate to meet the needs of individuals. Staff are involved in discussion about and the selection of appropriate materials and their most efficient use. We may borrow resources from specialised services where appropriate. Resources are often recommended by outside agencies and are bought by the school from the allocated budget to support individuals or groups of children. Time is one of the most valuable resources and needs to be allocated to staff when they are involved in working with others who are supporting children with additional needs. This enables effective implementation, the development of SEND plans and parent partnerships.

Staffing

All pupils have a key person who is responsible for their care and education on a daily basis, however, it is part of our school ethos and inclusive practice that meeting the needs of children with SEND, is the responsibility of all staff.

It may be appropriate for some children with SEND to have a specific support worker who will work with them on a 1:1 basis. Some children will need this support at all times. Others may require support at certain times of the day, for example during focussed learning time.

The need for 1:1 support is considered on an individual basis and may be dependent on allocated funding (ISEY, Top Up funding from Birmingham City Council).

Training

Whole school/cluster training is planned based on the needs of individuals or groups of children in a particular cohort. It may also be appropriate for individual members of the staff team to have external training which is then disseminated to the whole staff team. The SENDCo leads staff meetings around SEND and inclusion, this may include discussions and planning around a particular area of need or an individual child. Governors are updated termly on the needs of the children and training received in order to meet their needs.

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, 2014 – updated August 2017). All staff attend annual medical updated training on asthma, allergies including the use of an Adrenaline Auto Injector devices and epilepsy/febrile convulsions.

Partnership with Parents

Our school/s values their close partnership with parents and it is each school's policy to involve parents in their child's education as much as possible.

This is achieved by:

- Parents/ carers having access to staff informally on a daily basis.
- Parents/ carers having the opportunity to request a meeting with members of staff.
- Parents/ carers being invited to all meetings concerning their child and having their views recorded.
- Parents/ carers being invited into school when support from outside agencies is received.
- Parents/ carers being invited to open afternoons to discuss their child's progress and development.
- Parents/ carers having access to children's records and learning journals.
- Parents/ carers being invited to workshops.
- Parents/ carers being made welcome and understanding that we have an open door policy.

- Parents/ carers having access to a noticeboard in nursery providing information on support services and voluntary organisations as well as a dedicated area on our website and regular updates on social media.

The success of our Inclusion and Special Educational Needs policy is based on staff teams working together to meet the aims set out in the policy. Whole school and cluster development, training and discussion will inform changes in our practice that may impact on the policy and it is therefore, a working document that may change over time, influenced by staff, advice from our partners in outside agencies and parents.

Our Inclusion and Special Educational Needs Policy will be reviewed annually and up dated, taking into account current legislation/guidance.

Links to other policies and documents:

- Accessibility Plan
- Safeguarding & Child Protection Policy
- Information Sharing Policy
- Behaviour Policy
- Equal Opportunities Policy
- SEND Information Report/s
- Children and Families Act 2014
- SEND Code of Practice 2015
- Equality Act 2010
- Keeping Children Safe in Education 2023
- The Statutory Framework for the Early Years Foundation Stage 2021
- Safeguarding Disabled Children Practice Guidance (DCSF July 2009) guidance.

Policy Adopted:

Full Governing Body: 26.2.2024
Date for next renewal: Spring Term 2026

Signed: _____

Sean Delaney
Chair of Governors

Signed: _____

Sally Appadu
Head Teacher