

Special Educational Needs/Inclusion Policy

Statement

At Bushey Gan we provide an environment in which all children are supported to reach to their fullest potential, in accordance with the Early Years Foundation Stage (EYFS) Curriculum. We have regard for the DfES Revised Special Educational Needs and Disability Code of Practice 2014, and ensure that we include all children in our provision, whatever their ability or needs.

An inclusive setting is one where everyone feels visible, welcome and respected and this is the vision that we strive to achieve at Bushey Gan. When we know that a child may have a special educational need or disability before they start with us, we will endeavour to set up a good transition for them into our setting involving the child, parents/carers and any outside professionals known to the child. This may involve the child visiting our setting on a number of occasions, and/or a home visit by our staff.

The needs and progress of a child with any additional and special educational needs or disabilities (SEND) are monitored by a designated member of staff. **Michelle Peters** is our Special Educational Needs Co-ordinator (SENCO), and she has completed Hertfordshire's SENCO training. Additionally, she attends termly SENCO briefings, has links with Hertfordshire's Inclusion Development Officer, and keeps up-to-date through regular SEND workshops and training. Her role is to support and advise the Key teachers (ref: The Role of the Key Person/Teacher policy), and act as a link with the parents and any health professionals or outside agencies involved with a child.

Aims

- We provide a secure environment in which all children can flourish, and in which all contributions are valued.
- We aim that all the children feel that they are a valued member of our nursery community.
- We aim to create an environment of mutual respect and tolerance.
- We support all children attending our setting through inclusive practice, thus endeavouring to remove any barriers to learning and participation.
- We aim to offer children opportunities to develop in an environment free from prejudice and discrimination.
- We identify the specific needs of children with SEND, and meet these needs through a range of strategies.
- We include and value the contribution of all families to our understanding of equality and diversity, in line with the Equality Act 2010. (ref: Equal Opportunities policy).
- We ensure that parents are able to play their part in supporting their child's education.
- We aim to recognise that many different types of families successfully love and care for children.
- We provide practitioners with the tools to help support both the children with SEND and their parents, valuing genuine partnerships.
- We work in partnership with parents and any other agencies, in meeting the child's individual needs.
- We provide positive non-stereotyping information about people with disabilities and from different ethnic groups, as well as promoting British Values (ref: Teaching British values in Early Years & Prevent Duty policy).
- We identify and assess any child with English as an Additional Language (EAL) and therefore requires individual support.(ref: EAL policy)

- We aim to meet the needs of children's medical, cultural and dietary requirements (ref: Managing Medicines policy).
- We endeavour to help children manage their behaviour, and to take part in learning effectively and safely (ref: Achieving Positive Behaviour policy).
- We aim to help children to manage their emotions, particularly trauma or stress, and to take part in learning.
- We monitor and review our practice and provision and, if necessary, make reasonable adjustments.
- We ensure that inclusion is a thread which runs through all of the activities we offer.

Methods

- We ensure that our inclusive admissions practice provides equality of access and opportunity (ref: Admissions policy).
- We will make certain that all individuals entering our nursery will be treated equally and fairly, regardless of their gender.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our physical environment is, as far as possible, suitable for children and adults with disabilities.
- We provide a broad and balanced curriculum for all children with SEND.
- We encourage children to contribute their home life into the nursery, and welcome parents/carers to be included in the life of the nursery.
- We acknowledge that the children attending the setting will have individual strengths and weaknesses, which staff will identify and support.
- We provide a differentiated inclusive curriculum to meet everyone's individual needs and abilities.
- We ensure that all children will be respected, and their individuality and potential recognised, valued and nurtured.
- We ensure that the ethnic origins of staff, children and their families will be respected and reflected.
- We will make sure that every person's cultural and linguistic background is recognised and celebrated.
- We work closely with parents of children with SEND to create and maintain a positive partnership.
- We use the Graduated Approach system from the SEN Code of Practice 2014, using the Assess, Plan, Do and Review procedure in response to children's special educational needs. The setting will initially make adjustments to activities using different strategies to support the child. If the child continues to need additional support, we use a range of strategies such as an Early Years Support Plan to help the child move forward; always in liaison and consultation with parents.
- We ensure that parents are consulted at all stages of the Graduated Approach, making sure that the children's progress and achievements are shared with parents on a regular basis.
- As part of the Graduated Approach, if a child needs more support than within the setting, support from other agencies maybe suggested, in liaison with parents. For example, SEND Advisory Teachers, Speech Therapists, and Educational Psychology Service.
- We use a system for keeping records of the Assess, Plan, Do and Review process for children with SEND.
- We ensure that children with SEND are appropriately involved at all stages of the graduated approach, taking into account their levels of ability.
- We work closely with any other agencies using an integrated approach through Team Around the Child (TAC), using tools such as Early Support and the Common Assessment Framework (CAF).

- We provide parents with information on sources of independent advice and support.
- We use a system of planning, implementing, monitoring, evaluation and reviewing Early Years Support Plans for children with SEND.
- We liaise with other professionals involved with children with SEND and their families, including transfer arrangements to other settings and schools.
- We ensure the privacy of children with SEND when intimate care is being provided.
- We value the contribution from families whose English is not their first language.
- We integrate Makaton signing predominantly through the use of songs, thus embedding it into our everyday practice
- Our Senior Team, SENCO, and Key Teachers will attend courses as appropriate through Herts County Council whenever possible, to continue to develop their practice. They will keep up-to-date through regular SEND workshops whenever possible, ensuring that the provision for a child with SEND is the responsibility of all member of the setting.
- We monitor and review our policy annually, in consultation with staff and parents.

Local Offer

Bushey Gan has a Local Offer, which can be seen on both our website at www.busheyganim.org.uk as well as on the local authority website at www.hertsdirect.org/localoffer This document provides clear, comprehensive, accessible and up-to-date information about the available provision for any disabled child and those with SEN, and their parents, and how to access it.

Policies referred to available to read on our website.

Legal Framework

Bushey Gan works in accordance with all the relevant legislation and these include:

- The Equality Act 2010
- Disability Discrimination Act (DDA) 1995, 2005
- Special Educational Needs and Disability Act 2001
- Race Relations Act 1976, 2000
- Sex Discrimination Act 1986
- Children Act 1989, 2004
- Human Rights Act 1998
- The Employment Equality Age Regulations 2006

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