



SEN and Inclusion Policy

Arrangements for Review:

Marian Horton is responsible for the implementation of this policy and conducting regular reviews. This policy was adopted in July 2010 and will be reviewed in **February 2011**.

Definitions:

Special Educational Needs (SEN):

Section 312 of The Education Act 1996 states that *a child has "special educational needs" if he or she has a learning difficulty which calls for special educational provision to be made for him.*

A child has a "learning difficulty" if —

- (a) he has a significantly greater difficulty in learning than the majority of children of his age,
- (b) he has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided for children of his age in schools within the area of the local education authority, or
- c) he is under compulsory school age and is, or would be if special educational provision were not made for him, likely to fall within paragraph (a) or (b) when of that age.

A child is not to be taken as having a learning difficulty solely because the language (or form of the language) in which he is, or will be, taught is different from a language (or form of a language) which has at any time been spoken in his home.

"Special educational provision" means—

- (a) in relation to a child who has attained the age of two, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of his age in schools maintained by the local education authority (other than special schools, and
- (b) in relation to a child under that age, educational provision of any kind.

"A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities."

Section 1(1), Disability Discrimination Act 1995

Policy Context

At Seashells and Sheerness Neighbourhood Nursery, we believe all children, including those who are identified as having Special Educational Needs (SEN), are entitled to receive a broad and balanced education which is fully accessible to them and meets their learning needs. We aim to minimise any barriers to progress and participation, and support every child to achieve their full potential in the early years.

This SEN inclusion policy is part of the centre's wider commitment towards celebrating diversity and valuing the contribution made by all children, parents/carers, and families

using the centre, irrespective of age, ability, gender, sexual orientation, ethnicity, disability, language or social background.

This policy describes the way the centre will aim to meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment. In all cases we will work in partnership with parents and carers in helping them to respond to these needs and support, in ways which we can, their child's early learning and development.

This policy is associated with the SEN Revised Code of Practice, and the centre's policies on Equalities and Inclusion, Behaviour, Admissions, and Partnership with Parents and Carers.

Aims

- To promote positive non-stereotyping images about diverse ethnic and cultural groups and people with disabilities or special educational needs.
- To promote self-esteem and confidence in children and teach them to value and respect their own and other children's contributions
- To identify and recognise barriers to learning and participation that may be experienced by individual children and work with parents/carers and other agencies to respond to these as they arise.
- To provide a high quality programme of play and learning activities that is relevant and accessible to all in a stimulating, challenging, enjoyable and safe learning environment. This means responding to the individual needs of children and supporting them and their parents/carers in overcoming any barriers to learning that they may face.
- To seek and take into account the wishes expressed by the child themselves in regard to their play and learning.
- Where appropriate, to regularly review and monitor the support being given to children within the setting to ensure it is appropriate and meets their learning needs.
- To support the identification of children with SEN at the earliest possible stage and to work with parents/carers and other agencies in co-ordinating support that meets their needs
- Where appropriate, to implement the SEN Revised Code of Practice and other relevant legislation.

The legal framework for this policy is:

- SEN revised Code of Practice 2001
- 1989 Children Act and The National Standards
- Children Act 2004
- Equality Act 2006
- Disability Discrimination Act 1995
- UN Convention on the Rights of the Child

- Removing Barriers to Achievement 2004
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1986
- Special Educational Needs and Disability Act 2001
- Employment Equality (?) Regulations
- Guide to the Early Years Foundation Stage Welfare Requirements 2007

Roles and Responsibilities:

1. The SEN Code of Practice states that all early education settings must have an identified **Special Educational Needs Co-Ordinator (SENCO)**.

Marian Horton/Diane Daniels are responsible for co-ordinating day to day provision for children with SEN, and have responsibility for implementing and reviewing this policy with nursery and centre staff. All staff and parents are aware of how to contact them.

2. **All centre staff** have a role to play in supporting children with SEN and their parents/carers and will assist the implementation of this policy. All appropriate centre staff will:
 - Make themselves aware of the individual circumstances of each child within their care and any potential barriers to learning thus providing a differentiated Curriculum where appropriate to meet individual needs and abilities.
 - Contribute to the on-going assessments of children's development and progress
 - Support the well being of children attending the centre
 - Identify any potential barriers to learning experienced by children at the centre, discuss these concerns with parents/carers, and work in partnership with parents/carers and other agencies to respond to these needs, where appropriate, through an individual plan
 - Use a wide range of approaches to meet individual needs and learning styles and ensure activities are inclusive and accessible to all children
 - Use a wide range of resources to help children overcome any barriers to learning they may experience
 - Recognise and celebrate individual achievement
 - Deal with incidents in accordance with centre's Health & Safety and Behaviour policies
 - Make use of professional development opportunities offered
 - Further develop and support the partnerships with parents/carers, and other agencies.
 - To ensure the physical environment is as far as possible suitable for adults and children with disabilities.
3. **The Children's Centre Manager will**
 - Be proactive in promoting equality and inclusion throughout all aspects of the centre's activities

- Seek to ensure that our facilities are accessible for all children, families and staff; when this is not possible temporary measures will be put in place, where and when practical, to help and support any person with a disability to fully participate in the centre's activities. In addition, reasonable adaptations to the buildings, fittings and location will be made to enable staff to carry out the responsibilities of their post, within the constraints of our budget.
- Encourage parents/carers to play an active role in the centre and to work in partnership with centre staff to support their child's learning
- Ensure relevant training is provided for staff through the induction programme
- Ensure staff are given opportunities to update their skills and knowledge through appropriate professional development
- Evaluate the successes and identify areas for improvement in the policy and feed these into policy reviews and changes to practice
- Develop, maintain and strengthen links with a range of outside agencies, in support of this inclusion policy
- Ensure that all those involved in recruitment and selection are effectively trained and made aware of what they should do to avoid unconscious discrimination

We will work closely with Marian Horton, the Qualified Teacher, in the nursery and in the centre in implementing this policy, and following the guidance set out at: www.childrens-centres.org/SupportDocuments/TfC%20The%20role%20of%20the%20QTS%20v1.pdf

Procedures for ensuring equality of provision:

A. Admissions

We aim to encourage children, parents/carers and families from all cultural, ethnic and social backgrounds to take part in the activities and support available at Seashells and Sheerness Neighbourhood Nursery, and we monitor the uptake of our services to ensure they are relevant and accessible to all groups, including those who are disabled or have SEN.

We never discriminate or prevent access to the centre or nursery by a child or family because of age, ethnicity, ability, gender, language, family circumstance or disability. To this end we aim to promote our services as widely as possible, in a variety of languages and formats. Where there are limited places available in the nursery or for a particular activity, these are often (but not always) allocated on a first-come, first-served basis.

No child with a disability or SEN will be discouraged from fully taking part in the activities available at the nursery or centre, and nursery and centre staff will work in partnership with parents/carers to provide any additional support they are able to provide, that is needed for them to participate as fully as possible.

B. Working in Partnership with Children, Parents / Carers

Nursery and Centre staff will work in partnership with parents and carers to support their child's learning and development and help them to overcome any difficulties that they may face. We will:

- Listen and take into account the wishes of the child themselves once they are old enough to communicate their views

- *Discuss any concerns about a child with parents/carers and involve them in discussions about how best the centre can support them and their child through an individual plan*
- Explain the range of support and sources of information and advice that are available to parents/carers of children with SEN
- Offer advice and support to parents/carers about how they can support their child's progress at home if they so wish
- Support children with SEN and their families at the time of transition into primary school
- Work in partnership with other agencies to ensure the well-being of children attending the centre and provide the best possible support for them.

C. External Support

The nursery and centre work in partnership with a range of professionals who provide specialist support to children with SEN, including those listed below

- Speech and Language Therapy
- Educational Psychologist
- Behaviour Support Service
- Health Visitors and Child Health Team
- Early Years Advisory Teacher
- Area SENCO and local SEN services
- Social Workers
- Partnership with Parents who provide independent advice and support to parents of children with SEN or additional educational needs (AEN)
- HomeStart
- Family Action
- PALS
- MACS Team
- School SENCo / FLOs / School Nurse service

If we think that a child could benefit from specialist support from an agency or agencies, we will discuss this with parents/carers in line with our Referrals Policy.

D. Reviewing, Monitoring and Evaluating progress

Nursery staff will work together with parents/carers to regularly review the progress of children with SEN attending the centre, to ensure that the services we provide continue to

be appropriate and meet the needs of the child and their parents/carers. These reviews should take place at least three times a year.

This policy, and the effectiveness of SEN provision offered by Seashells and Sheerness Neighbourhood Nursery, will where appropriate be regularly reviewed and evaluated by the SENCO in consultation with parents/carers, families and staff. This will enable us to ensure that the services provided by Seashells and Sheerness Neighbourhood Nursery are inclusive, accessible, and meet individual needs.

Policy Implementation:

- Marian Horton/Diane Daniels are responsible for the implementation of this policy and conducting regular reviews. All staff and partners are aware of who this person is and how to contact them.
- All staff are made aware of this policy as part of their induction, reviews, and training.
- All parents and carers are made aware of this policy and have the opportunity to contribute to its review.

Arrangements for Complaint

Any parent/carer or family who feels their child has been unfairly treated or discriminated against due to their SEN has the right to make a complaint and have that complaint heard and responded to appropriately. Our policy for handling complaints is outlined in our Complaints Policy.