



St Pauls Nursery School and Children's Centre

Policy for Special Educational Needs and Disability (SEND) and Inclusion

Rationale

We believe that all children should be equally valued in our Centre. The centre is committed to inclusion. We strive to develop policies and practices that include all children and their families. We strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

St. Paul's Nursery school and Children's Centre is committed to providing a high quality care and education to all children. We believe that all children, including those identified as having special education needs and/ or disability, have a common entitlement to a broad and balanced academic and social curriculum that is accessible to them and to be fully included in all aspects of the Centre. We share a commitment to building our understanding of neurodiversity and to developing affirming and inclusive practice to ensure that all children can thrive and have their unique fascinations celebrated.

Our admissions policy reflects our beliefs that no child with SEND will be discriminated against. We aim to engender a sense of community and belonging and to offer new opportunities to all children and their families who may have experienced previous difficulties. This means that we respond to children and their families in ways that take account of their personal histories, experiences and needs.

We believe that educational inclusion is about equal opportunities for all children and their families whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of children and their families:

- girls and boys, men and women
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress; pregnant school girls and teenage mothers
- any children who are identified as vulnerable learners, missing from education or at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning which may relate to sensory or physical impairment ; communication or interaction difficulties ; developmental or cognitive delay ; emotional or social development ; or may relate to factors in their environment – including the learning environment they experience in the Centre.

We recognise that children learn at different rates and that there are many factors affecting achievement, including; ability, emotional state, age and maturity. We believe that many children, at some time may experience difficulties which affect their learning and we recognise that these may be long or short term.

We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to their full potential.

Compliance and Key Principles

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2014) and has been written with reference to guidance contained in :

- **Equality Act (2010) – DfE advice for schools (2014)**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf
- **SEND Code of Practice 0-25 years (2014)**
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- **Statutory guidance on supporting pupils at school with medical conditions (2015)**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

The key principles being :

Participation: promotion of the participation of parents, children and young people in decision-making about SEND

Outcomes: focused on outcomes and improving progress for children and young people with SEND

Integration: promoting and requiring a **joint approach** across all agencies:

- **education, health and social care** to co-operate at a local level to meet children and young people's needs;
- local authorities and health commissioning groups to be required to commission services jointly for children and young people with SEND, and present that publicly as the local offer. This is to help ensure that services are joined up around a common set of outcomes and that parents and young people are clear what support is available locally.

The SEND and Inclusion Governor is Frie Heyndrickx

The SENCo and Inclusion lead is Dilly Baldwin

Aims

- To ensure the SEN and Disability Discrimination Acts, Equalities Act and relevant Codes of Practice and guidance are implemented effectively across the centre.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against children identified with 'special educational needs and disabilities'
- To continually monitor the progress of all pupils to identify needs as they arise and to provide support as early as possible.

- To provide full access to the curriculum through differentiated planning by room teachers, key persons, Special Educational Needs Coordinator (SENCo) and support staff as appropriate. To provide specific input, matched to individual needs, in addition to differentiated provision, for those children identified as having SEND or additional needs. See [Appendix C Nurture Space/Pod rationale](#).

- To ensure that children with SEND are perceived positively by all members of the Centre and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To involve parents/carers at every stage in the decision making and planning to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them where possible.
- To enable children and families to move on from us well equipped for the transition process to their next setting.

Working in Partnership with Parents and Carers

We are committed to building mutually respectful relationships with parents and carers, valuing the knowledge that they have of their child and acknowledging that every child and family is unique. Working in partnership will ensure that families feel involved in their child's care and feel comfortable to express their thoughts and feelings. We are aware that in some cases support maybe needed to do this, for example, an interpreter maybe required.

- Staff and parents/carers will work together to support children identified as having additional needs.
- **Parents/carers will be involved at all stages of the education planning process.** An appointment will be made by the key person and SENCo to meet all parents/carers whose children are being recorded as having Special educational needs and disability.
- At review meetings with parents/carers we focus on the child's strengths and any areas for development are discussed. Where together suggestions as to how parents/carers can help at home are discussed, these are specific and achievable and that all parents/carers leave the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Ideas and materials for supporting learning at home will be discussed with parents and carers and provided on request, for example; visual timetables or alternative access to the setting
- Staff and parents/carers will work together to best support their child's needs as they respond to change, new experiences, routines and relationships, including adjusting the hours and sessions children attend the setting, spending more time with parents and carers in their new room and creating an individualised 'transition' plan.
- Parent/carers will be invited to work alongside their child in the Centre where this is appropriate.
- Individual learning priorities will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All reviews will be copied and given to parents/carers after the meetings.
- We can encourage Parents to seek additional support through the 'Sendias : Send and You' network or FLORA (Bristol's Local SEND offer)

<https://www.sendandyou.org.uk/>

<https://www.bristolparentcarers.org.uk/2021/05/24/flora-bristols-send-local-offer/>

- We will be mindful of the amount of professionals involved with families, ensuring there is a shared understanding of who is involved with the child and family, what their role is, and what the pathway and process is for supporting families and their children.

Role of the SENCo and Inclusion Lead

Dilly Baldwin is the named Special Educational Needs Coordinator (SENCo) and Inclusion Leader at St. Paul's Nursery School and Children's Centre

This role includes:

- providing up to date and relevant information with regards to the codes of practice.
- advising and supporting all staff in identifying children with Special Educational Needs and Disability.
- supporting staff with meeting these children's needs.
- liaising with parents and other professionals in respect of children with special educational needs and disability.
- following a graduated response, securing funding, complying with statutory timescales and requesting an assessment of the child's needs through a statutory Education Health and Care Plan (EHCP) where appropriate.
- identifying training needs of staff both to extend their own professional development and to ensure 'tailor made' training which is need specific is available when appropriate.
- ensuring that relevant background information about individual children with SEND is collected, recorded and updated
- ensuring that appropriate individual provision maps, teaching strategies and learning priorities (with regard to specialist advice) are in place.
- offer additional support to parents/carers during transitions to schools and other settings, including Primary School Applications.

Identification, assessment, monitoring and review procedures

The Centre's system for regularly observing, assessing, recording and planning for the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

Universal assessment and monitoring methods include:

- Three assessment points throughout the year (assessing children's development using OPAL Milestones, The St Paul's Curriculum)
- The Accounting Early for Life Long Learning Programme (AcE) assessments
- Progress reviews with parents/carers at Parent Conferences.
- Observations of behavioural, emotional and social development by key person
- Another setting which has identified or has provided services to that child
- Integrated progress review for two year olds

In addition, 'specialist' assessments and monitoring methods may be undertaken or considered to gather information and plan for teaching in specific areas of learning or difficulty.

- Bristol Every Child a Talker (BECAT) language and communication development assessment
- Differentiated Early Years Outcomes (DEYO) assessment tool
- Antecedent, Behaviour, Consequences and Communication (ABCC) monitoring format
- An existing support plan or statutory Education Health and Care plan (EHCP)
- Assessments by a specialist service such as Educational Psychology, Speech Therapist, Physio therapist, Portage worker, BATeam identifying additional needs

Tuning in to Children’s Communication

We believe that every child’s voice should be sought and listened to. We strive to hear and represent every child’s voice, to understand their thoughts and wishes. We do this through strong relationships and attachments to key adults, by observing closely, by seeing each child as unique learners with unique fascinations. We advocate for children and interpret what we believe they are trying to communicate and we plan ways in which we can support children to share their thoughts, feelings and wishes.

- using language at their level of understanding
- using visual aids (routine cards, cue cards, objects of reference, photographs)
- recognising and responding when children may be communicating anxiety related behaviours, adapting our practice in response (Trauma Informed Practice, PACE).
- using children’s special interests and fascinations as opportunities to enter the children’s world view and as potential springboards to plan for further learning, showing we value and understand the child.
- Acknowledging the importance of children’s emotional and sensory regulation by providing spaces for children to access that are less or more stimulating ([Appendix C](#))

SEND Graduated Approach

The SEN code of practice (2014) states that

“a graduated approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person is experiencing”

[See Appendix B : flow diagram on arrangements for supporting children with Special Educational Needs in early years settings]

The four-step action cycle **Assess - Plan - Do - Review** is followed to inform the provision, teaching strategies and additional support to be implemented.

- **Assess**
Key person, parent /carer, SENCo and relevant specialist professionals will meet to share observations of a child’s progress, their strengths and areas of difficulties.
- **Plan**
Individual provision map documenting teaching strategies and additional support completed by key person and teacher. Individual learning priorities to work towards at nursery and home are set informed by recommendations from relevant professionals and parents views.
- **Do**
Key person, teachers and support staff work closely to deliver support identified, monitor its’ effectiveness and record progress towards identified learning priorities.
- **Review**
Progress towards learning priorities and effectiveness of teaching strategies is reviewed regularly with all relevant staff, specialist professionals and parent/ carers.
New individual learning priorities will be set to maintain progress and offer appropriate challenge.

Teaching strategies are informed by St. Paul’s Promoting Positive Learning Behaviour Policy, including reference to ‘trauma-informed practice’, the Crucial C’s and National Strategies Early Years Guidance.

Children who require additional support, beyond what the school can provide, will have a Support Plan (non-statutory) which is compiled by the SENCO, parents/carers, teacher, key person, support staff and any outside agencies. This will be completed along with a BUDS application form, risk assessment and an individual provision plan. This paperwork will be submitted to the Early Years SEND panel to apply for additional funding, enabling us to support the child's needs by increasing the adult to child ratio. Panel meets monthly and all paperwork has to be submitted at least 7 days prior to the meeting.

For a child who is not making progress, despite SEN support, may request the LA to make an assessment of the child's needs through a statutory Education Health and Care Plan (EHCP). If a child and family think that a specialist provision place would be better to meet their child's needs, then an EHCP will be needed.

[See Appendix A for statutory timescales for EHC needs assessment and EHC plan development.]

To support our practice, the Centre staff regularly work with specialist professionals including Speech and Language Therapists, Community Paediatricians, Occupational Therapists, Physio Therapists, Educational Psychologists and Early Support Key working Team. Parents are always involved in this referral process.

Transitions

We recognise that 'moving on' can be difficult for a child with SEND and this may cause anxieties for families and we take steps to make the transition as smooth as possible. We are informed by St. Paul's Transition Policy.

Support to find out about all types of school and make visits can be arranged and we arrange for the setting staff to visit the child at the centre. A transition meeting with the SENCo from the receiving school, relevant outside agencies, nursery staff and parents /carers will be arranged to make a transition plan and pass on all relevant documentation. The child's starting points, spotlights, celebration cards and other assessments are shared with the parents/carers and new setting.

Arrangements for SEND and Inclusion Staff training

The SENCo attends regular cluster meetings to update and revise developments in Special Educational Needs Education and Inclusion.

In-house Additional Needs and Inclusion training is provided through staff meetings, by the SENCo and other professionals, for example, Speech and Language Therapist.

All staff are encouraged to extend their own professional development and the Inclusion Lead will ensure appropriate training by monitoring and identifying the evolving needs of both staff and children.

Complaints Procedure

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with their Key Person who will try to resolve the situation. The Key Person may raise the issue with the SENCo who can work in partnership with the parent to resolve the situation.

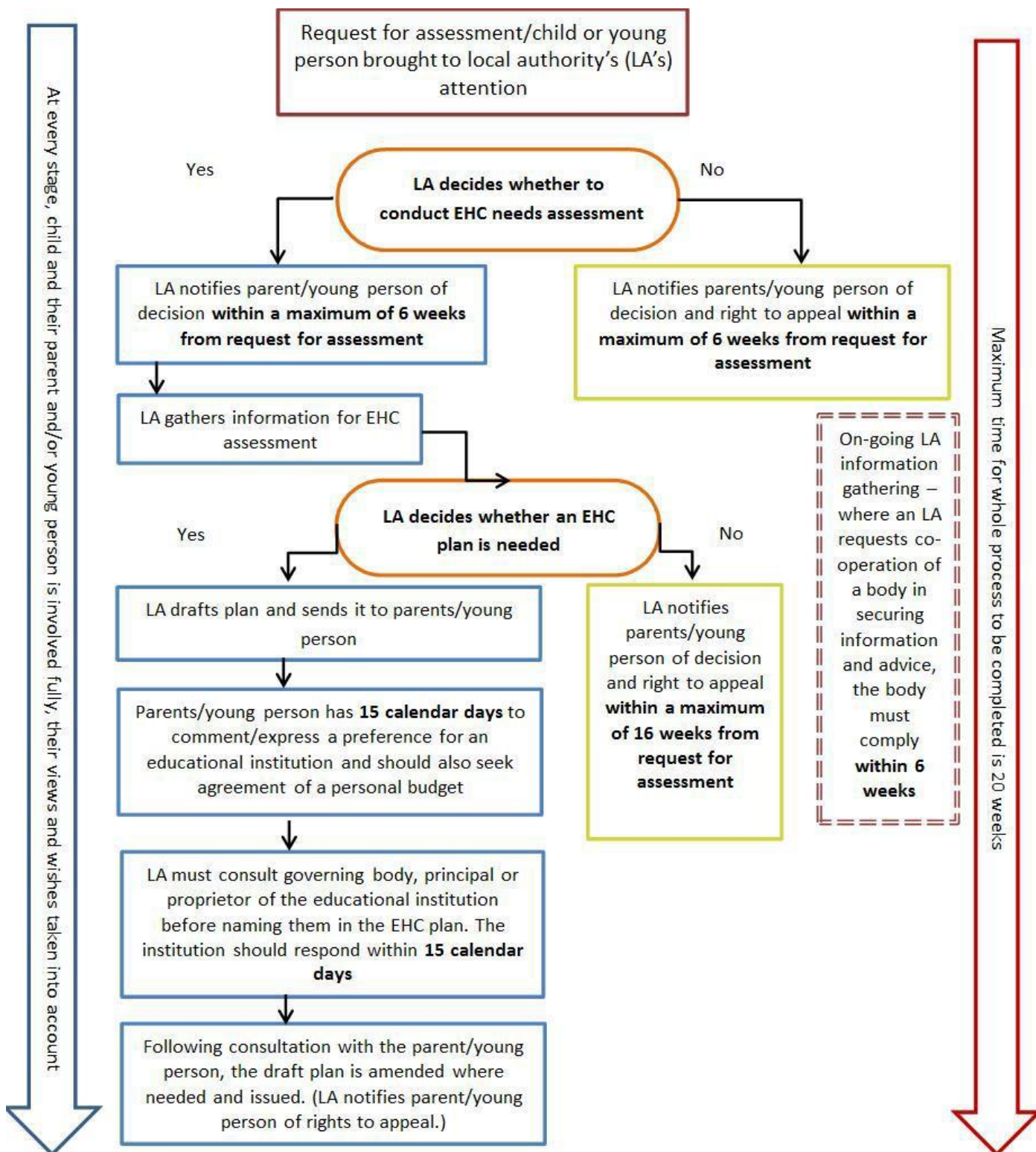
If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the Centre's Complaints Policy. This is available on request from the Centre's office.

The Office for Disability Issues (Tel: 0845 604 6610) provides information and guidance on the Disability Discrimination Act 2010. This organisation would be able to advise if the concerns relates to an issue of the possible discrimination of a disabled child, which cannot be resolved with the setting.

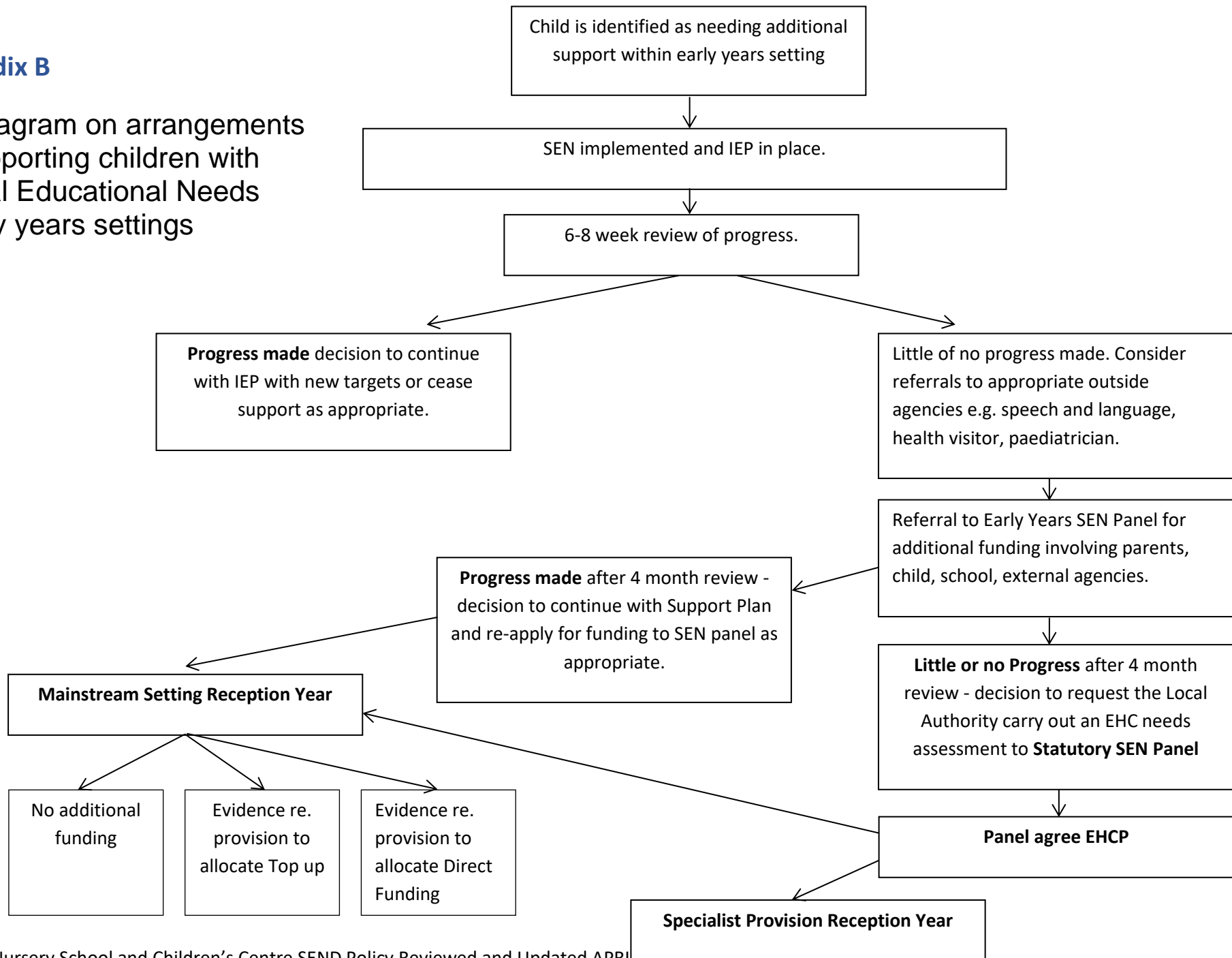
Appendix A

statutory timescales for EHC needs assessment and EHC plan development



Appendix B

flow diagram on arrangements for supporting children with Special Educational Needs in early years settings



Developing our Nurture Space



“Children are unique and holistic learners, thriving within environments that support their individual and diverse motivations, interests and needs... Inclusive spaces are nurturing and supportive of all children... Enabling environments offer children security, comfort, choice, engagement and opportunity.”

Birth to 5 Matters

We want to offer your child

We want ALL children in Nursery to thrive and succeed. We want children to feel safe, secure and supported, with planning, provision and knowledgeable practitioners that optimise the development and learning potential of every child.

In recognition of this, we want to offer your child

- **ENHANCED OFFER** : an enriched space with enhanced staffing and personalised learning - with much higher adult to child ratios - ensuring resources, routines and relationships are very much attuned to individual children’s unique learning journeys and developmental pathways.
- **OPPORTUNITIES TO BUILD SKILLS** : to be confident in connecting and contributing to their Nursery Keygroup; in developing their social, communication and emotional learning so they can successfully participate in their Keygroup and parts of the Nursery’s wider routines.
- **EXPERIENCE ALL OF THE CURRICULUM** : from their unique, personal starting points, to have opportunities to successfully contribute to and participate in our broad, rich, meaningful and creative curriculum.

Rationale – why are we developing our Nurture Space?

We want ALL children in Nursery to thrive and succeed.

We want children to thrive not just survive, meaning they feel safe, secure and supported, with planning and provision attuned and responsive to their needs.

For some children this means experiencing a quieter, nurturing space that offers opportunities to relax, retreat and emotionally and cognitively ‘regulate’ successfully.

For some children Nursery can be too busy, with a feeling of “cognitive overload” and emotional overstimulation, not giving children a chance to learn to become absorbed, relaxed in social interactions or experience uninterrupted play.

We want to create and develop an enabling environment and inclusive space that fosters and supports each child to fulfil their potential and affords them unique opportunities to actively experience our full curriculum.

Through this nurturing, sensory-supportive space children can feel safe and secure, claimed and connected and engage with their unique learning journeys.

Aims

We aim to develop an enabling and empowering environment that supports children’s individual and diverse motivations, interests and needs.

The POD affords each child to become immersed in, to wallow in, to rehearse and revisit diverse forms of active play indoors and outdoors.

The POD is a HOMEBASE that offers opportunities for much higher levels of predictable routines, social interactions and opportunities to develop communication and language skills.

Each child’s keyperson - Sarah, Melissa, Ebony and Claire – will help each child feel known, understood, cared about and safe.

Through close, strongly attached relationships Sarah, Melissa, Ebony and Claire will acknowledge and value each child’s strengths and capabilities, offer highly attuned and responsive support, and empower and enable children to build and develop their capabilities across all areas of learning.

Guidelines

The POD will be a HOMEBASE in which

- ✚ each child will have a KEYPERSON that knows and values the child and their family
- ✚ each child will be strongly connected to and involved with their Nursery KEYGROUP – participating in group experiences at the Centre and in the wider world, from Grouptimes to Storytimes to Forest Walks
- ✚ individualised learning experiences and opportunities will be developed using each child’s 1-page-profile, support plan, provision map and learning priorities

- ✚ children will be offered Workstation, attention and listening groups, and small social groups that support attention, independence, social communication - building skills they can apply in their Keygroups
- ✚ “Go bags” support unique learning and development needs by offering resources such as communication and choice boards, interests-objects, transitional objects, white-board for drawing and talking
- ✚ multi-sensory resources, such as light boxes and weighted blankets, sensory garden and malleable materials will support children’s sensory exploration and scientific enquiry, as well as sooth children and help them emotionally and cognitively regulate
- ✚ soft furnishings, such as cushions and beanbags will offer children security and comfort and afford opportunities to retreat, relax and refuel
- ✚ tents and dens and wicker pods will offer children communication-friendly spaces, support social interactions and help support language skills
- ✚ visual daily routines, now and next boards, communication boards will support language and communication development
- ✚ outdoor learning in the Nursery garden will support active big bold movement play and support physical development