



Chelsea Open Air Nursery School

**Inclusion and Special Educational Needs and Disability
(SEND)**

The policy above will be monitored and evaluated following the policy cycle
at

Chelsea Open Air

Date of establishment: 1996

Date of Last Review: 2019

Date of next Review: 2022

Approved by Governors on:

Signed on behalf of Chelsea Open Air Nursery School: _____

Signed on behalf of the Governing Body: _____

Inclusion, Special Educational Needs and Disability (SEND)

Aims

Our Inclusion and Special Educational Needs and Disability policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definition of Inclusion:

We agree with the Early Years Curriculum Group's definition (2004) as:

"A process of identifying, understanding and breaking down the barriers to participation and belonging"

Definition of Special Educational Needs:

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Statement of Principle:

Inclusion is fundamental to the ethos of our school in that we see the best possible provision for children with SEND within the best possible provision for **all** children. We are committed to providing an appropriate and high quality learning and care experience to all children attending COA. We believe that all children including those identified as having SEND have a common entitlement to a broad and balanced curriculum and quality of care which is accessible to them, and to be fully included in all aspects of COA life. This links to our mission statement and daily way of learning and working, hence we have developed our SEND Policy within our Inclusion Policy.

'A Healthy Opening into Education, Open Hearts and Open Minds at Chelsea Open Air Nursery'

Why do we need inclusion?

Children, whatever their culture, ethnicity, religion, language, disability or learning difficulty have a part to play in society after COA. An early start in mainstream playgroups or nursery schools, followed by education in mainstream school and colleges, is generally the best preparation for an integrated life. Hence we do our best to ensure that the necessary provision is made for any child who has SEND or other unique needs which are likely to affect the way they learn or are cared for with regard to the Special Educational Needs and Disability Code of Practice (2014).

COA action and aims to support inclusion:

- We plan, assess and learn with the aim of providing for each child's unique individuality, alongside the practical need to group children together for effective learning in many different ways thus catering for their learning styles, interests, aptitudes and needs.
- We are positive, flexible, accommodating and interactive in our short, medium and long term planning. We evaluate on a daily, weekly and termly basis in order to adapt plans to individual needs and circumstances and include the children's desires.
- One-to-one staff provide individualised learning support, planned in close weekly partnership with the key worker and termly with the SENDCo when drafting and evaluating Achievement and Learning Priorities Plan (ALPP's).
- We aim to provide a stimulating and caring environment in which each and every child and adult is encouraged to reach their potential and is a valued member of the COA community, whilst respecting their culture, ethnicity, language, religion, age, gender and ability.
- We aim to provide all children with a broad and balanced foundation following the Early Years Foundation Stage curriculum. We recognise that each child has individual needs and rights, and at times these may need to be met by individual programmes of learning and or specialist input from other sources.
- We welcome a diverse range of children and families and aim to provide experiences, which build on children's strengths and promote a sense of self-esteem, whilst recognising and valuing the knowledge the family has about their child.
- We aim to support families and provide them with access to clear information about their child's inclusion at COA. Partnership with parents plays a key role in enabling children to achieve their potential and we recognise that parents hold key information, knowledge and

experience to contribute to the shared view of a child's needs and the best ways of supporting them. Hence parents will be encouraged and supported in playing an active and valued role in their child's learning and care. We sometimes include targets in Achievement and Learning Priorities Plan (ALPP) to be jointly supported at home. These are often about self-help and independence skills. Where we make these suggestions we will discuss with the family how these might be achieved.

- We respect and listen to children, ask them what they like to learn and show them new things to learn. They often have a unique knowledge of their own needs and what they need to help them learn effectively often via the photographs in their profile of achievement.
- We celebrate when things go well and support when things go less well using a solution focused approach.
- The education and care of young children does not separate into distinct, discrete activities and the quality of caring and learning should pervade all that we provide at whatever time of the day or year.
- We support all children as diverse, unique individuals and promote this through grouping in different ways, observation, tracking and evaluation of learning and care.

Overview of Strategies:

Therefore we will try to:

- Identify all children with Special Educational Needs and / or Disability (SEND) or individual needs such as English as an Additional Language, those at risk or with medical needs and the Able, Gifted and Talented.
- Recognise and celebrate the specific needs of each child by monitoring their individual progress. Where a child appears not to be making progress then it may be necessary to use alternative approaches to learning using a graduated response.
- Decide on a course of action to meet these needs.
- Support the access to education for children whose needs mean they are at risk, are looked after or who have medical needs.
- Communicate frequently and effectively with parents/carers about achievements, concerns, progress, actions via meetings and reviews in enabling partnership.
- Monitor and improve attendance and punctuality.
- Consult and share expertise with appropriate professionals with parental permission to help in meeting these needs.
- Establish and maintain good communications within COA, with other early year's settings and with the child's future primary school.
- Establish and develop an accessible bank of ideas, equipment and experiences to help to meet the child's needs.
- Develop and share the child's experiences e.g. home-school book, video, games.
- Build upon a child's achievements, knowledge, interests and aptitudes
- Have high expectations for *all* children.
- Develop confident learners who develop skills relevant to their lives and see diversity as valuable.
- Monitor access for different groups, e.g. by gender, ethnicity, age.

Admissions

All children, regardless of additional need are considered for admission alongside all other children and are admitted in accordance to our Admission Policy. Where the school is named in a child's EHC plan, the school is under a duty to consider the child.

Inclusion and access to the curriculum

All activities are planned and differentiated accordingly to support all children in having full access to Early Years Foundation Stage. Pupils with special educational needs and /or disabilities are included in all activities, both on and off site.

Adult-led focus activities are usually conducted in small groups for all children, the size and composition of groups may vary according to need and teaching methods employed. This ensures that all children can receive a personalised approach to learning, enabling them to achieve individual targets and to be extended according to their learning needs. All story groups are also differentiated to ensure all children are challenged and supported according to their level of need. Children with an Education, Health and Care Plan (EHCP) may have a Learning Support Assistant, funded by the Local Authority.

We make reasonable adjustments to include children with disabilities. This may involve prioritising the needs of a child with disabilities in order to ensure they benefit from the same opportunities as others.

Our planning for Personal, Social and Emotional development through the curriculum teaches children to be aware of and positively value the differences between people as well as the similarities, and to be sensitive to one another's need.

Access to the Learning Environment

We aim to provide a broad balanced early years foundation stage curriculum both indoors and out, which is enabled by children's full use of the classrooms, garden and community outside COA. Our unique, historic building has its own special qualities which with reasonable forward planning can be adapted to a variety of needs. Our Access Plan and Internal Building Re-development project aims to address any deficits. We also recognise that there will be a number of parents/ carers with disabilities and we work hard to try to ensure they are fully included in the everyday life and special events at COA.

All children are welcome to use our wrap around provision but we do insist that if they have full-time Learning Support Assistance in the school day that they have the equivalent in extended hours. Where possible we work with families to apply to fund this provision.

Identification, Assessment and Review

Some children are identified as having SEN before or on admission to nursery school. Some children's needs are identified or emerge during their time at nursery. We are committed to the early identification of special educational needs, and to a graduated response. The same principle applies to children who are able, gifted and talented and require additional provision.

- Each child when they start is asked for an induction meeting with their parent /carer. During this meeting any concerns about additional needs are discussed and recorded on their induction form.
- The child's keyworker is the initial point of contact for parents /carers, and is available to discuss any concerns parents may have. Parent's /

carers meetings are held twice yearly between key-workers and parents, and additional meetings may be arranged as appropriate.

- During the settling-in period, tracking observations and baseline assessments are completed for each child, and any concerns raised are discussed with parents during their first parent /carers meeting.
- During end of day evaluation, twice weekly staff meetings, teaching staff have the opportunity to raise concerns about children's progress, identify barriers to learning, or share exceptional progress.
- If the evidence collected suggested that a child is experiencing barriers to their learning, their progress will be more closely monitored.
- If concerns persist, we work closely with the child's parents, and use additional strategies and resources available within the school to support the child's learning. This stage is known as Early Concern. If a child is identified as having SEND and special education provision is being made for them, their parents must be informed.
- If a child's progress continues to be limited, we may request advice or intervention from professionals outside of school, with the permission and involvement of the parents. This stage is known as Early Intervention. Following consultation with the child's parents, the staff team and the child where possible, an ALPP may be written, usually by the child's keyworker and overseen by the SENDco. Progress towards the ALPP is continually monitored and targets are formally reviewed each term. Strategies and advice from outside professional will be incorporated into the ALPP.
- In addition if the child requires Early Intervention the school may apply for funding via the SEND Inclusion Fund to pay for specific equipment, adaptations or adult support (for example, via cover for staff to carry out intervention groups or staff training). This funding is for children with additional needs below the threshold for an Education Health Care Plan (EHCP).
- In the few instances where the support provided through Early Intervention is insufficient to enable the child to make adequate progress, we support parents to request an Education, Health and Care Assessment from the Local Authority. The LA may then decide to issue the child with an Education, Health and Care Plan. This usually leads to the allocation of funds to provide additional support to meet the child's needs.
- If the child is issued with an EHCP, they will be reviewed every 6 months with all involved invited to consider whether any amendments need to be made to the description of the child's needs or to the special education provision specified in the EHCP. The SENDCo of the receiving primary school if known will be invited to attend the final review in the school, to allow them to plan an appropriate ALPP to start at the beginning of the next term and enable the child and the parents to be reassured that an effective and supportive transfer will occur.

Specialist Provision

- Support for SEN is delivered by all teaching staff, through differentiated teaching methods
- Our provision is frequently reviewed and adjusted according to the needs of each cohort. The daily routine incorporates a range of support groups, in addition to the differentiated provision normally available. This includes groups such as, nurture, physical, Forest School

and speech and language groups. The school has a link Speech and Language Therapist who supports where needed in the planning and provision of the Language groups.

- The Head consults with health and social care professional to ensure that medical needs are effectively supported.
- All staff have basic knowledge of Makaton signs and access to Makaton guidance manuals.
- A number of staff have been Portage trained.
- The SENDCo and staff team maintains and updates a stock of specialist teaching resources including ICT equipment, to meet specific learning needs as well as when targeting specific skills.
- Visual time table to support children through key transitions of the day

External Support

- An Educational Psychologist makes two to three half-day visits per term to COA.
- A Speech and Language Therapist visits COA regularly, and supports planning and implementation of language groups
- The Early Years Intervention Team make visits to support individual referrals
- Direct referrals can be made by the School to the RBKC Speech and Language Therapy Service; Early Help; Occupational Therapy; Physiotherapy; the Child and Adolescent Mental Health Service (CAMHS) and the Child Development Service (for multi-disciplinary assessments).

Please also refer to the Borough's Local Offer.

Systems and Structures:

1. The governing body keeps the interest of the child paramount and will accept a child if it feels that COA can meet the needs of a child by offering a safe and suitable curriculum/environment without causing problems to the safety or learning of others within the nursery. Issues such as bullying are taken seriously. There is a SEND Governor on the Governing body.
2. The Inclusion/SEND Governor assigned within the Governing Body, who takes responsibility for monitoring arrangement for Inclusion and SEND within the school on behalf of the Governors. There is a brief report about Inclusion and SEND at every full Governors Meeting and a full audit at the end of the academic year.
3. Responsibility for the arrangement for co-ordinating educational provision on a day to day basis for children with special educational needs SEND has been given to the Special Educational Needs Co-ordinator (SENDCo) Talia Robinson, by the Governors.
4. Provision at COA includes the skills of the SENDCo who has National Award for Special Educational Needs Co-ordination. The SENDCo is responsible for:
 - Reporting to the SEND Governor / Achievement Committee termly in regards to children's needs, progress and provision at COA.
 - Ensuring liaison with parents and other professionals in respect of children with SEND acting as a link with external agencies. This includes overseeing referrals for assessment and support for individual children, for example, Speech and Language, writing

consultation requests for Educational Psychologist (EP), exchanging information with outside agencies, and ensuring that back ground information and therapy reports are disseminated to the appropriate staff.

- Advising and supporting other practitioners in the nursery
- Ensuring that appropriate ALPP and Provision Plans are in place and reviewed termly, in consultation with key-workers, parents and children where possible. Staff collaborate in setting new targets which are recorded and expanded on with the Keyworker and SENDCo.
- Keeping a register of children with SEND, which is updated termly, maintaining confidential SEND files and ensuring that these are up to date with information on individual children with SEND.
- The SENDCo is responsible for reviewing the effectiveness of interventions in enabling children to make progress
- Take a lead in further assessment of a child's particular strengths and areas to develop in order to monitor progress and plan future learning and care whilst the keyworker remains responsible for working with the child on a daily basis and planning and delivering the individual programme on a daily basis in partnership with relevant staff.
- The SENDCo in close partnership with the keyworker, will take the lead in further assessment for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken for the children on the SEND Support register.

The Keyworker is responsible for:

- Maintaining a close working relationship with parents and carers, ensuring that information between home and school are shared.
- Monitoring the progress and outcomes of children: dated, written observations and records kept
- Supporting and guiding the work of Learning Support Assistants (LSA) with the support of a Provision Plan regularly informing the SENDCo of any progress and/or concerns relating to children with SEND
- Liaising with outside agencies as required by the SENDCo
- Write referrals for assessment and support for individual children
- Share information relating to the progress and needs of each child with SEND, with whole staff and SENDCo

All staff review the progress and concerns of all children at termly ALP meetings. Targets are reviewed and published in the front of profiles so families are aware what children are concentrating on.

5. Inclusion and SEND are given high priority within COA. A proportion of the nursery school budget is set aside for all staff training and equipment as appropriate to the numbers and needs of children in the school and in accordance with the COA School Improvement Plan. Children requiring equipment due to an individual need will be assessed via liaison with the LA or SEND Inclusion Fund in order to gain the support they require e.g. CENMAC for specialist ICT support, sensory or mobility needs.
6. Assessment and intervention must enhance the child's life, learning and development, thus according to individual circumstances we have a

graduated response, which develops strategies and seeks advice where necessary with regard to the revised Code of Practice, where evidence shows that the child's rate of progress is inadequate. Where children join us having received Portage Home Visiting we build on this sound foundation.

7. With parental permission, COA can request the advice of other professionals. These include Speech and Language Therapist, Education Psychologist, teachers supporting those with sensory impairments, Education Welfare officers, social workers, Pupil Support Services/Early Intervention Team, Physio and Occupational Therapists and Community Pediatrician.
8. Specific areas for development are addressed using Achievement and Learning Priorities Plans where simple targets are set to help children progress; these are shared with each family. Key workers and Learning Partners develop ALPP by knowing the child and how they learn best and providing choices about activities where to play and with whom, and explain what they need to learn next and how to do it. We try to listen to children's voices, emotions and actions to provide insights into their next steps in learning.
9. We always aim to do our best for each child however, complaints as to the provision for children with SEND will be dealt with through the COA complaints procedure as with all children.

Staff Training and Development

Staff have ongoing opportunities to be involved in professional development to support those with SEND and individual needs. Staff are also given regular opportunities to develop their confidence and skills in working with all children. Our learning partners who support children with EHC Plans where possible have been involved in professional development relevant to the child they support, as well as the provision of support to those children with additional needs. Opportunities to learn Makaton which is used for signing and singing, plus symbols are also optimised. We also link to local schools and settings in order to pool expertise and share understanding; such visits often provide valuable learning.

All staff have expertise and skills in working with children with SEND. SEND training for staff takes place at various levels:-

- By classroom involvement with the SENDCo and other professionals
- By individual keyworker discussion with the SENDCo, staff and other professionals
- With whole staff inset on general and specific SEND matters
- Attendance at courses, conferences and background reading.

The SENDCo regularly attends training organised by the borough, and at other establishments as appropriate and disseminates this knowledge when needed to the staff team.

Transitions

Parents/carers of children with SEND are invited in to meet with the Head Teacher /SENDCo with their child, prior to starting at COA. This is an important

meeting for the parent/carer to share information with the school about their child's needs and any concerns they may have. Where appropriate transition arrangements into COA will be discussed, for example, visiting child's prior educational setting, liaising with external professionals involved. Following a child's induction period at COA, the key worker will arrange a meeting with the parent/carer to review the child's learning and progress. This tends to be on the first 'Parents Day' after the Autumn half term.

All children are usually invited to visit their new primary school with their parent / carer prior to transition. Further visits are arranged according to the individual needs of the child. A photograph book showing aspects of life in primary school is used to prepare children for transition.

All documentation including individual support plans, EHC plan, any reports from outside agencies, will be forwarded with a progress report to the child's primary school.

In addition to this, the SENDCo will depending on the child's individual needs:

- Prepare and share a transition report for the child's new class teacher and school's SENDCo. A copy will go to the parent/carer.
- Contact the SENDCo or new class teacher to discuss and forward plan appropriate support and provision
- Hold a transition meeting with parent/carer, nursery staff, primary school staff and external professionals involved
- Invite the new class teacher/SENDCo to visit the child at COA

Confidentiality

- Our work with children and families sometimes brings us into contact with confidential information. To ensure confidentiality we stress that parents will have ready access to the files and records of their own children but will not have access to the information stored about any other child.
- Staff will not discuss children, other than for the purpose of curriculum planning/group management, with people other than the parents/carers of that child. However, child protection/safeguarding issues will be dealt with according to our Child Protection Policy and borough guidelines.
- The SENDCo keeps all confidential documents regarding children with additional needs locked in the Head's Office.
- The School adheres to the General Data Protection Regulation (GDPR) tailored by the Data Protection Act 2018, please see the School's Privacy Policy & Notices

Concerns / Complaints

Any concerns regarding the Inclusion/SEND policy or the provision made for children should be addressed in the first instance to the keyworker. If parents/carers need further advice they are welcome to arrange a meeting with the SENDCo / Head Teacher. Any complaints will be recorded and addressed in accordance with our complaints procedure (see Complaints Policy).