



# Inclusion, Special Educational Needs and Disabilities Policy

## **Waterton Pre-Schools Inclusion and Special Educational Needs and Disabilities Policy**

### **Statement of Principle and Legal Framework**

This policy sets out our vision and aims for children with Special Educational Needs and Disabilities (SEND). At our pre-schools, we believe that meeting every child's needs is a shared responsibility. We are committed to offering an inclusive environment and curriculum to ensure the best possible progress for all children, regardless of their needs or abilities.

This policy is based on:

- The SEND Code of Practice (2015)
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010 (sections 20 & 149)
- The Early Years Foundation Stage (EYFS) Statutory Framework
- Relevant local safeguarding guidance and pre-school policies

### **Aims**

Waterton Pre-Schools aim to:

- Provide a welcoming and inclusive early years learning environment for all children.
- work in partnership with parents, carers, and other professionals to meet children's individual needs.
- Identify and support children with SEND as early as possible.
- Ensure all children have access to a broad, balanced, developmental and differentiated early years curriculum.
- Ensure that support is in place where required for individual children ready for their next steps up to school.
- Ensure a comprehensive transition plan is in place and carried out for individual children with SEND as they move on.
- Monitor and review the effectiveness of SEND provision regularly.
- Ensure compliance with statutory requirements and good practice guidance.

### **Definition of Special Educational Needs and Disabilities (SEND) and Areas of Need**

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, additional to or different from that provided for other children of the same age.

The four broad areas of need are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical needs

Children may have needs that span more than one area, and these may change over time.

## **Roles and Responsibilities**

The Pre-School Trust Board delegate the leadership of Inclusion and SEND to the Executive Headteacher for Pre-Schools who is responsible for the effective implementation of our Inclusion and SEND policy and procedures. Each Waterton Pre-School has a setting Manager who is the SENCO for the setting. They manage the provision for SEND in their setting with support from the Executive Headteacher. They will liaise with parents, staff, and external agencies, devise 'Supporting Me To Learn' plans for individual children, monitor and review children's progress and maintain appropriate SEND records.

The Key Workers in each Pre-School support all children, including those with SEND, in daily activities. They will observe and assess children's progress and development and may use additional assessment tools as directed by the Manager to gather information about individual children. They will implement 'Supporting Me To Learn' plans for individual children and monitor, record and report progress. They will work with parents and carers to gather and share information.

There may be additional play leaders within settings who will work with all children but may have some designated time to work individually with children or with small groups of children as directed by the manager. They will report progress to the Managers.

Parents and carers will be encouraged to share relevant information about their child's needs and will be invited to attend meetings to discuss their child's support and progress.

External agencies may be consulted to provide specialist guidance and support as required.

## **Identification, Assessment and a Graduated Approach**

Children may be identified as having SEND through observations, assessments, or concerns raised by staff or parents. We follow a graduated approach using the cycle of assess, plan, do and review.

We begin to gather information on likes, dislikes, strengths, difficulties and needs, before children start pre-school. This starts at the home visit through a discussion with parents and carers and observation of each child. Any concerns raised will be discussed with the Pre-School Manager so that further information can be sought and possible additional training put in place to ensure that the needs of the child can be met. On entry assessments are completed by each child's Key Worker within the first three weeks of term once the child has settled in to their pre-school. WellCom assessments are completed within the first half term. Additional assessments such as a sensory profile or a skills development checklist may be completed with a child. Where it is agreed that additional support may be required for an individual child this is discussed with their parents or carers and a 'Supporting Me to Learn Plan' is devised detailing the child's learning and development targets and what support and strategies will be put in place. The plan will then be followed and reviewed and updated at regular intervals as required.

For children requiring more significant support, referrals may be made to the Early Years SEND Area SENCO or other relevant professionals. Where other professionals are involved in the support of a child a 'My Support Plan' may be started.

It may be necessary to apply for a Statutory Assessment of a child's needs. This will be done on the advice of the supporting professionals and with the child's parents or carers. A statutory assessment, also known as an Education Health and Care Plan (EHCP) assessment is a formal process by the local authority to determine a child's special educational needs and the extra support required. It is necessary when a child needs more help than the pre-school can provide on its own and can lead to the creation of an Education Health and Care Plan (EHCP). Parents, settings, schools, or professionals can request an assessment, which is a detailed investigation into the child's educational, health, and social care needs

### **Inclusive Provision**

Each inclusive pre-school offers an enabling environment for all children, taking into account how young children learn through a planned combination of play, direct instruction and practice. We take into account children's sensory needs as we plan the learning spaces. Our settings are designed to cover all areas of learning and development within the EYFS. Our pre-schools are communicative environments where children are listened to. Communication and interaction is our main teaching strategy when working with children. We recognise the importance of routines and ensure that these are embedded to support all children. Our pre-schools are calm and purposeful environments where children can develop their skills, independence and confidence as they learn. We implement a Keyworker system to foster a sense of belonging and wellbeing, nurturing each individual child. We provide a range of resources and activities to meet individual needs. We implement additional specialist programs and strategies as directed to support individual children. We work with children in large groups, small groups and one to one to deliver targeted support as required. Our curriculum entitled 'Our Learning Journey' details the experiences, learning and development opportunities in place in our pre-schools for all children. Parents and carers are invited to support their children in their learning. Each pre-school hosts regular 'Stay and Play' events, we share ideas and activities each term and encourage parents and carers to use the '50 Things Wakefield' App with their children. We share the books that children are enjoying in the pre-schools on our YouTube channel for parents to share with their children at home. We share children's learning with their parents and carers through our Family App updates, parent consultations and reports.

### **Safeguarding Children with SEND**

Children with SEND may be more vulnerable to abuse or neglect. All pre-school staff are trained to recognise and report signs of abuse, taking into account communication difficulties or behaviours related to children with SEND. Staff monitor children closely and discuss all concerns with the pre-school DSL. Pre-School DSLs maintain clear communication with parents, carers and professionals. We seek to understand and respond to all children's voices.

### **Admissions and Accessibility**

All children are admitted into our pre-schools following our admissions policy. We ensure equality of access wherever practically possible for all children including those with emerging or identified needs. Children with SEND may be prioritised in line with needs and capacity. Physical adaptations for accessibility will be put in place where possible to support children with disabilities. Support can be offered for families where English is not the first language. We have a translation facility on our Family App where the majority of our regular communication with parents and carers takes place.

### **Partnership with Parents and Carers**

Where we have noticed that a child may be displaying some learning and development needs or have any identified needs their parents and carers will be invited to be involved in all stages of assessment, planning, and reviewing. We ensure that clear communication channels are maintained. Parental consent is always sought before liaising with external agencies and all information and advice provided is shared. We provide regular updates and hold termly meetings to discuss progress.

### **Staff Training, Supervision, Resources and Expertise**

Setting Managers as SENCOs receive ongoing professional development, manager supervision and attend Trust and LA Early Years network meetings. Whole setting staff training can be tailored to meet the needs of the children in each pre-school as required. A shared resource bank is in place. Individual children will be discussed in pupil progress meetings where information and advice can be shared. Further support and advice can be sought from the SEND and Inclusion Leader within the Trust.

### **Complaints**

If a parent or carer is unhappy with the provision for their child they are encouraged to discuss this with their child's Keyworker in the first instance. Any unresolved issues should be discussed with the Pre-School Manager. If still unresolved, follow the Pre-School's complaints policy For statutory SEND assessment issues, parents and carers should contact the Local Authority or SENDIASS.

### **Links to Other Policies**

This policy should be read alongside other relevant pre-school policies:

- Safeguarding and Child Protection Policy
- Equality & Diversity Policy
- Admissions Policy
- Health & Safety Policy

This policy will be reviewed in line with legislative changes, inspection feedback, Trust recommendations, parental input or organizational changes.