

## **Chudleigh Pre-school**

**Registered Charity No: 1028874**

**PLA No: 22478**

### **Inclusion Policy / Special Educational Needs**

Our document 'It is our Belief and Aim', which portrays the ethos of our group, states that:

1. No child should be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, and gender or ability'
2. All children should feel included, secure and valued'.
3. Parents are the first educators of their children, working as a partnership we value and support their role.'

These aims and beliefs are part of the practical daily running of our pre-school and are reflected in all appropriate policies including 'Registration and Admissions', 'Equal Opportunities', 'Parental Involvement' and in our staff Job Descriptions and contracts.

Chudleigh Pre-school provides two caring, professional, play and learning environments where all children, including those with special educational needs (SEN) and disabilities are supported to become confident young children with a growing ability to communicate their own views and achieve their best possible educational and life outcomes. We aim to 'work' a fully inclusive practice in its widest sense to incorporate the needs of children, parents/carers, staff and committee.

Five per cent of our annual Early Years Entitlement Funding is allocated to the practical promotion of inclusion within our settings.

Chudleigh Pre-school has regard to the Department for Education 0-25 SEND Code of Practice 2014 concerning children with Special Educational Needs (SEN) and disabilities, including the principles underlying the code, which include:

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- Taking into account the views of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people prepare for adulthood.

We follow the Safeguarding and Welfare requirement and the Learning and Development requirements of the Early Years Foundation Stage (EYFS) Statutory Framework 2014.

### 1. Admissions

(a) Chudleigh Pre-school Town Hall and School site are registered for a maximum of 22 and 18 children respectively, with an adult to child ratio of 1:4 for 2 year olds and 1:6 for 3, 4, and 5 year olds. We aim to accommodate **all** children, including those with Inclusion, Special Educational needs and disabilities, within these sessions.

(b) Children with Inclusion, Special Educational needs and disabilities are admitted to the Town Hall site from age two and to School Site as 3- or 4-year olds in the academic year prior to their starting at primary school. This is following consultation between a child's parent(s)/carer(s) and Chudleigh Pre-school staff, as is the case for all new admissions. Home visits by our Inclusion/Special Educational Needs Co-ordinator (SENCO) are offered, supported by trial sessions.

### 2. Premises and Resources

(a) Both premises are accessible to wheelchair users, are at ground floor level with flat or ramped access to outdoor play areas. Disabled persons toilet facilities are provided.

(b) Furniture and play resources are non-static allowing flexibility to adapt the layout of our rooms to meet individual special needs.

(c) Locked cupboards and fridges are available for prescribed medication and dietary requirements.

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(d) Chudleigh Pre-school has a wide range of resources to provide a differentiated curriculum. If further specialist equipment/resources are deemed of particular benefit to a child we will endeavour to hire, borrow or purchase them from external suppliers or agencies.

### 3. Staffing

(a) Chudleigh Pre-school staff are recruited and employed on the basis that they value and respect all children regardless of gender, race, religion, culture, language or disability (see full 'Equal Opportunities Policy'). All staff and committee members are checked by the Disclosure and Barring Scheme and have had training to help develop a sensitivity to meet the needs of all children.

(b) We have appointed a member of staff, a Lead Practitioner, Mrs Linda Palmer, as our Special Educational Needs Co-ordinator (SENCO)/Inclusion Officer. In this capacity Mrs Palmer liaises with children, parents/carers, staff and external professional bodies; she is responsible for overseeing the collection of information involving specialists and for keeping up to date with ongoing training and special needs issues. (See full SENCO Job Description).

(c) All staff are required to attend in-house training on Special Educational Needs/Equal Opportunities and Inclusion and are encouraged to attend further courses run by other external educational bodies.

(d) Staff at Chudleigh Pre-school have experience in working with children with Special Educational and Social Needs, their families and linking supportive agencies.

(e) Specialist training and experience includes Portage Level 1, Makaton, supporting children: on the Autistic Spectrum; with Downs Syndrome; with ADHD; with physical disabilities, with speech and language communication needs, with social, emotional and behavioural difficulties.

(f) Staff are made aware of children with medical conditions who attend the pre-school. The pre-school will ensure that these children get the support required to meet their needs as set out in the EYFS including specialist training for staff if required.

### 4. Partnership with Parents

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- (a) Chudleigh Pre-school is committed to working in partnership with all of its parents/carers. We value parents as their child's first educators; our aim is to work in partnership to support this role, for the benefit of each child.
- (b) Parents are encouraged to be actively involved in our pre-school including being on the committee; part of the decision making team.
- (c) If English is not the family's/child's heritage language and communication is difficult we will endeavour to seek outside agency help to involve an interpreter and/or translator.
- (d) No action involving a child with Special Educational or Social Needs will be taken without fully consulting the parent(s)/guardian(s) first and obtaining their permission.
- (e) Confidentiality is taken seriously at Chudleigh Pre-school. All staff and Committee members have to abide by our 'Confidentiality Policy'.
- (f) It is hoped that the partnership between staff and parents/carers of children with Special Educational Needs and Inclusion will be open with regular communication, allowing both parties to feed back and support one another.
- (g) Our SENCO/Inclusion Officer and child's key person will regularly keep in touch with the parents/carers of all children with special 'inclusive' needs.
- (h) We will provide parents with independent sources of information and advice.
- (i) It is hoped that any disagreements could be discussed openly and calmly and be resolved mutually between both parties, following our 'Comments, Concerns and Complaints Policy'. If a problem still exists parents may seek the advice of the 'Devon Parent Partnership Service' on 01392 383080.
- (j) Please see full 'Parental Involvement Policy'.

## 5. Identifying needs in the Early Years

- (a) In assessing the progress and needs of children in the Early Years, our practitioners use the non-statutory Early Years Outcomes Guidance as a tool to assess the extent to which a child is developing at the expected level for their age – particularly in the three Prime areas of Learning (Communication and Language, Physical Development and Social and Emotional Development).
- (b) When a child attending the Pre-school is aged between two and three, the

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child's Key Person reviews progress and provides parents with a short written summary of their child's development, focusing in particular on the three Prime areas of Learning. This 2 year progress check identifies a child's strengths and any areas where a child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) the pre-school SENCO will develop a targeted plan to support the child, involving other professionals as appropriate. The summary will highlight areas where:

- good progress is being made
- some additional support might be needed
- there is a concern that a child may have a developmental delay (which may indicate SEN or disability)

(c) Identifying and assessing SEN for young children whose first language is not English requires particular care. At Chudleigh Pre-School, the Early Years Practitioners will look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

(d) Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the pre-school and requires special educational provision, Chudleigh Pre-School will make that provision. Chudleigh Pre-School understands that in all cases, early identification and intervention is critical to the future progress and improved outcomes essential in helping to support children to succeed and thrive in life.

(e) Special educational provision will be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

(See DfE SEND Code of Practice 2014, Chapter 6, paragraph 6.28 onwards, for a fuller explanation.)

## 6. Curriculum, Identification and Assessment of Special Educational Needs

At Chudleigh Pre-school, we work in partnership with parents to establish the support the child needs, adopting a graduated approach with four stages of action: **assess, plan, do, review**.

- (a) **Assess:** In identifying a child as needing SEN support, our Early Years Practitioners, working with the pre-school's SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, we will consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists, Early Years Consultants who are out Area SENCOs, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists will be taken with the child's parents.
- (b) **Plan:** Where it is decided to provide SEN support, and having formally notified the parents, (see above), our practitioners and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs will be identified and addressed. Parents will be involved in planning the support and, where appropriate, in reinforcing the provision or contributing to progress at home.
- (c) **Do:** Our Early Years Practitioners, headed by the child's key person, will be responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO will support the practitioner(s) in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of

support.

(d) **Review:** The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. We will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents will have clear information about the impact of the support provided and be involved in planning next steps.

This cycle of action will be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents will be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes will be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

The graduated approach will be led and co-ordinated by the setting SENCO working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources (information is available at the National Children's Bureau website).

If parental consent is not given, our staff will strive to keep on-going dialogue with the parent(s)/carer(s) and to work to meet a child's needs.

#### **DAF** – Devon Assessment Framework

Where a child is identified as requiring further support after the 'Graduated Approach' has been applied and more than one external agency is involved, then, with the parents' consent and aid, a DAF 1 form will be completed. The DAF is an enabling framework to support children and their families. The DAF 1 is an initial information gathering form. If needed, this might then lead to a plan called My Plan (DAF 2a), this then may or may not lead to a statutory EHCP depending on need. Additional resources can be accessed to support My Plan (DAF 2a) where evidence demonstrates the need. Where, despite the pre-school following the above to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the pre-school will then consider requesting

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an Education, Health and Care needs assessment (EHC plan). Where Chudleigh Pre-school is named as the desired setting in an EHC plan, the pre-school will make every effort to accommodate that child within the statutory requirements of the EYFS ie the number of children allowed in a session in ratio to the floor space.

### 7. Transition from Town Hall Site to School Site and from Pre-school to Primary School

- (a) School Site is part of Chudleigh Pre-school, as is the Town Hall site, and is run by the same staff and committee having joint documentation and named officers. All of the work/liaison started at Pre-school will be continued in the School Site pre-school (which operates within the Community Room of Chudleigh Primary School) and will plan and prepare for the transition should the child concerned wish to follow that route.
- (b) Our SENCO has strong links with Chudleigh Primary School's Early Years Foundation Stage teachers and the school's SENCO. S/he will join the liaising team, come into School Site and meet our SEN children and families to share information and to start supporting and planning their transition into school from an early stage. All this is done, having first sought parental consent for sharing the information.
- (c) Should a child follow a different route for the next stage of their education, then the SENCO will liaise as above with the necessary staff to ensure there is strong liaison in all the transition work, involving the child and parents and sharing all information, reviewing SEN targets, DAFs and EHC etc as needed. All this is done, having first sought parental consent for sharing the information.

NB: Full copies of all stated policies can be made available on request, along with a copy of the DfE 0-25 SEND Code of Practice for inspection.

Reviewed at Committee Meeting

September 2015

#### **Related Documentation:**

The Children's and Families Act 2014

Equality Act 2010

[Chudleigh Pre-School: Inclusion Policy/Special Needs](#)

Registration and Admissions Policy

Parental Involvement Policy

Equal Opportunities Policy

Health and Safety Policy

Comments, Concerns and Complaints Policy

SENCO Job description

Staff Job Description

Department for Education SEND 0-25 Code of Practice 2014

Early Years Foundation Stage (EYFS) Statutory Framework 2014