SEND and Inclusion Policy

**Arrangements for Review:**

Laura Bunting is responsible for the implementation of this policy and conducting regular reviews.This policy was adopted in July 2010 and reviewed in

July 2011

February 2012

February 2013

July 2014

April 2015

April 2016

April 2017

April 2018

April 2019

April 2021

April 2022

April 2023

Next review date: April 2024

*Staff members responsible for implementation in settings:*

Rising Stars Nursery Paris Reeves Tel: 01795 475438

Seashells Nursery Michelle Wood Tel: 01795 663311

*Staff member responsible for implementation in the children’s centre:*

Seashells Children’s Centre Kate Townsend-Blazier Tel: 01795 667070Definitions:

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

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

***The united convention on the rights of the child state;***

* Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matter affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child’
* Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matter affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.
* The child’s views will be sought whenever possible, by asking, listening, observing, and in a variety of ways through play and through collaboration with parents, carers, key person and Team Around the Child (TAC) meetings.

**Policy Context**

At Children and Families, we believe all children, including those who are identified as having Special Educational Needs and Disability (SEND), 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 SEND inclusion policy is part of Children and Families wider commitment towards celebrating diversity and valuing the contribution made by all children, parents/carers, and families, irrespective of age, ability, gender, sexual orientation, ethnicity, disability, language or social background.

This policy describes the way Children and Families aims to meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties, behavioural or emotional or social development, or may relate to factors in their communication and interaction 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 SEND Revised Code of Practice (2015), and our 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.
* We believe in the involvement of the child and the importance of taking their views into account. We will make every effort to involve the child in a manner appropriate to their stage of development, understanding and communication style e.g. makaton/symbols/pictures, when making choices, participating and interests.
* 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 to ensure it is appropriate and meets their learning needs using the graduated approach.
* To support the identification of children with SEND 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 SEND Revised Code of Practice and other relevant legislation.

**The legal framework for this policy is:**

* The Education Act 1996
* SEND revised Code of Practice 2015
* The Children Act 1989 & 2004
* Equality Act 2006 & 2010
* Disability Discrimination Act 1995
* UN Convention on the Rights of the Child 1998
* Removing Barriers to Achievement 2004
* Race Relations Amendment Act 2000
* Sex Discrimination Act 1986
* Special Educational Needs and Disability Discrimination Act 2001
* Statutory Framework for the Early Years Foundation Stage 2021

**Roles and Responsibilities:**

1. The SEND Code of Practice (2015) states that all early years providers are required to have arrangements in place for meeting children’s SEN (5.53)

Children and Families Limited adhere to this by having a designated SENDCO within each setting (see front page). The SENDCO is responsible for ensuring all practitioners in the setting understand their responsibilities to children with SEND and the settings approach to identifying and meeting SEND, advising and supporting their colleagues, ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and liaising with professionals or agencies beyond the setting.

The SENDCO will identify training requirements within the setting and as such support practitioners to access appropriate training to meet the needs of the children. They will support staff in identifying support strategies to enhance the children’s opportunities and increase outcomes for the children accessing the setting.

1. **All staff** have a role to play in supporting children with SEND and their parents/carers and will assist the implementation of this policy. All appropriate 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
* Identify any potential barriers to learning experienced by children, 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 our 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 accessible and where appropriate make reasonable adjustments suitable for adults and children with disabilities.
1. **The Manager will**
* Be proactive in promoting equality and inclusion throughout all aspects of activity
* Seek to ensure that 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 activities. In addition, reasonable adaptations to buildings, fittings and locations 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 and to work in partnership with 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

**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 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 SEND.

We never discriminate or prevent access 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, these are often (but not always) allocated on a first-come, first-served basis.

No child with a disability or SEND will be discouraged from fully taking part in the activities available, and 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**

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 we 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 SEND
* 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 SEND and their families at the time of transition into primary school
* Work in partnership with other agencies to ensure the well-being of children and provide the best possible support for them.

**C. External Support**

We work in partnership with a range of professionals who provide specialist support to children with SEND, including those listed below

* Speech and Language Therapy
* Educational Psychologist
* Behaviour Support Service
* Health Visitors and Child Health Team
* Early Years Advisor
* Area SENDCO and local SEN services
* Social Workers
* Portage
* Kent Parent Partnership Service who provide independent advice and support to parents of children with SEN or additional educational needs (AEN)
* HomeStart
* Family Action
* PALS
* MACS Team
* School SENDCO / 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**

Staff will work together with parents/carers to regularly review the progress of children with SEND, 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 SEND provision offered, will where appropriate be regularly reviewed and evaluated by the SENDCO in consultation with parents/carers, families and staff. This will enable us to ensure that the services provided by Children and Families are inclusive, accessible, and meet individual needs.

**Policy Implementation:**

* The Manager is responsible for the implementation of this policy and conducting regular reviews.
* 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 SEND 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.