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**Policies are intended to support our philosophy which is summarised in these qualities; Dynamic, Inquisitive, Responsible, Grit, Playful, Contented**



## **Special Educational Needs and Inclusion**

### **1. Our Philosophy**

It is our view that all children have special educational needs unique to them and to their stage of development. We recognise that for some children these needs require additional support to enable the children to move to the next stage of development and that this may be ongoing or time limited. Additional support may help children reach the EYFS expectations for their age or because they have progressed beyond expected norms. We believe that all children should be valued and respected as individuals and nurtured and challenged to obtain their own potential. The dignity of the child and staff will be maintained at all times.

### **2. Definition of Special Educational Needs (SEN) and Inclusion**

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. (SEN CoP 2014 p. 15). Throughout this policy a child with SEN may refer to a time limited need or a long term need.

Inclusion means to ensure all individuals are respected members of Artisans and their individual development is supported to the best of our ability.

### **3. Statement of intent**

At Artisans we provide an environment in which all children are supported to reach their full potential. We have regard for the DfES Special Educational Needs Code of Practice 2014 and the Equality Act 2010 which encompasses the Disability Discrimination Act 1995 and the SENDa 2001. We expect parents to respect our professional judgments and work cooperatively to put in place additional support where this is deemed to be needed or beneficial.

### **4. Aims**

- To help to support parents and children with special educational needs and disabilities.
- To identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies.
- To work in partnership with parents and other agencies in meeting individual children's needs.
- To monitor and review our practice and provision and, if necessary, make adjustments so that we reach the best outcomes for our children.
- To ensure all children are given support to reach their potential and form secure personal skills and relationships.

### **5. Methods**

- The needs and progress of children with Special Education Needs are monitored by our Special Educational Needs Co-ordinator (SENCO)
- We ensure that the provision for children with SEND is the responsibility of all members of staff.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is, as far as reasonably possible, suitable for children and adults with disabilities.
- We provide parents with information on sources of independent advice and support.
- We provide a broad and balanced curriculum for all children including those with SEN/disabilities.
- We provide a differentiated curriculum to meet individual needs and abilities.

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- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
- We ensure the privacy of all children including those with SEN/disabilities during intimate care.
- We raise awareness of any specialism the setting has to offer.
- We provide a complaints procedure.
- We monitor and review our policy annually.
- Our staff attend training on special educational needs as appropriate.
- We endeavour to work closely with parents of children with SEND to create and maintain a positive partnership.
- Children's progress and achievements are shared with parents in a timely way by members of staff directly involved in the delivery of their child's education and development.
- We liaise with the Inclusion Development Officer employed by Herts County Council, who may visit to offer support. We also liaise with other agencies and Health Professionals including - Health Visitors, Speech and Language Therapists and Children's Centres.
- We use a graduated approach (SEN Code of Practice 2014) for identifying, assessing and responding to children's special educational needs.
- Artisans makes adjustments to activities using different strategies of differentiation to support the child, referring to the Early Years Foundations Stage Development Matters. We carry out focused observations to identify and support needs.
- We take into consideration the level and complexity of needs of the children attending each session and will discuss attendance patterns with parents to ensure all children have their needs fully met in each session in line with our Admissions Policy, staff ratios and costs.

## **6. Role of the SENCo**

The role of the SEN and Inclusion Co-ordinator (SenCo) includes:

1. To ensure the setting has regard to the SEN Code of Practice (2014) and The Equality Act 2010.
2. To be responsible for ensuring this policy is in place, followed and reviewed.
3. Assess Plan Do Review
  - Take the lead in observations and assessments of children with SEN including their strengths and areas to develop using the Individual Assessment of Early Learning and Development (IAELD) where appropriate.
  - Liaise with the key person to complete the IAELD and set Additional Support Plans where necessary.
  - Gather evidence and co-ordinate support in order to work with colleagues to develop the child's skills through inclusive planning in line with Early Years Foundation Stage.
  - Keep appropriate records which are regularly reviewed and monitored;
  - Ensure appropriate SEN Support Plans are in place and regularly monitored and reviewed.
  - Work closely with parents to ensure background information is collected and shared appropriately.
4. Liaison
  - Liaise with colleagues and managers as appropriate;
  - Promote a positive working relationship with parents/carers;
  - Develop links and liaise as appropriate with other professionals, Health Visitors, SEN Pre-school Advisory Teacher, Speech and Language Therapists, Inclusion Development Officer, Educational Psychologists
5. Professional Development
  - Attend SENCo clusters regularly to update and inform
  - Identify needs for whole staff development and arrange in-house training where appropriate

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- Have an awareness of Early Support structures provided by the LA.
- Use knowledge and experience to support others to develop their inclusive practice.

## **7. SEN support**

Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping children to prepare for adult life. Where we identify a child as having SEN we will endeavour to work in partnership with parents to establish the support the child needs. We adopt a graduated approach with four stages of action: assess, plan, do and review.

### **Assess**

In identifying a child as needing SEN support, the key person, working with the SENCO and inviting the child's parents, will have carried out an assessment of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond Artisans. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement. At this point we may also use Hertfordshire's Individual Assessment of Early Learning and Development to further inform our planning for the child's individual needs, we will share these with the parents.

### **Plan**

Where it is decided to provide additional SEN support we will notify the parents/carer. We will then consider, in consultation with the parent/carer, the outcomes the parents are seeking for their child and the developmental expectations of the EYFS. Following this a plan will be written to set out the interventions and support to be put in place, the expected impact on progress, and a date for review. The actions should be provided by practitioners with relevant skills and knowledge. The child's views will be integrated if they are able to express them and in all other situations caring adults will be required to consider the character of the child and their holistic well being.

### **Do**

The child's key workers remain 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. This may include an Additional Support Plan for their SEN. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support. All staff within Artisans have a responsibility for supporting all children including their individual SENs.

### **Review**

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date (usually half termly). The impact and quality of the support should be evaluated by the key workers, SENCO and headteacher. The views of the parents and where possible the child will also be sought and used in evaluation. Any changes to the outcomes and support for the child resulting from the child's progress and development will be agreed. This cycle of action should be revisited in increasing detail and with increasing frequency if difficulties continue. When the developmental objectives have been reached and or a child is developing in line with EYFS expectations the extra support plan will be ended. The child will continue to be monitored by the Semco and Key workers to ensure they continue to flourish.

## **8. Education, Health and Care Plans (EHCP)**

- Hertfordshire County Council should conduct an EHCP needs assessment for children under compulsory school age when the special educational provision required to meet the child's needs cannot

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reasonably be provided from the resources normally available within Artisans. In some situations Artisans will make an application for an EHCP assessment.

- Where young children do need an EHCP then HCC must seek advice from the early years setting in making decisions.
- Statements of SEN will be transferred over to EHCP from September 2014 usually during an annual review or at a key transition.
- Where a child has an EHCP, the local authority **must** review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf. Further information about EHCP reviews and the role of early years settings is in Chapter 9 of Education, Health and Care needs assessments and plans. (SEN Code of Practice 2014 p 86-87)
- We work closely with any other agencies using an integrated approach using routes available to us and with advice from the area Senco.
- Artisans will implement the relevant parts of an EHCP for any child who attends with a plan in place.

### **9. Local Offer**

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available. Artisans has an early years offer is available on request or via HCC.

### **10. Funding for SEN support in the early years**

In specific circumstances Hertfordshire provide funding for children with SEN. When known, available and relevant Artisans will apply for any funding they think a child may be eligible for. If successful in applying for this funding it will be used by Artisans to support the individual child. Artisans is not able to apply for funding that is provided directly to parents.

### **11. Specific Individual Needs**

Specific individual needs can be varied and would include, amongst others, epilepsy, cerebral palsy, cystic fibrosis, diabetes, developmental delay. Before registration Artisans will assess their ability to meet the needs of a child based on as much information as it is possible for the parents to provide. We will accept children only when we feel we can support that child's needs safely and in a way that allows all children to reach their potential. This assessment will be reviewed if more information becomes available and all reasonable measures will be taken to include a child.

For all children registered at Artisans we are committed to fully meeting the needs of all children including those who have specific individual needs, to keep them safe and ensure they have every opportunity to reach their potential when at Artisans. We will do this by:

- Keeping careful records
- Tackling challenges early
- Ensuring no child is isolated or stigmatised
- Taking account of the child's perspective
- Making reasonable adjustments when necessary
- Liaising with parents and any other professionals associated with the child and their care.
- Ensure all staff are aware through first aid training of what to do in relation to specific medical conditions of children attending Artisans.

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