



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

## Special Educational Needs and Disability / Inclusion Policy

### June 2022

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0– 25 (2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

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## SECTION 1: Our SENCO and Fundamental Principles at BEYA

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### **Fundamental Principles at BEYA**

At BEYA we welcome children with special educational needs and disabilities (SEND) as part of our community. We aim to provide a curriculum, which is accessible to the individual needs of all our children.

We recognise the importance of early identification and assessment of children with special educational needs and disabilities. This is particularly important in the area of early years education. We will develop practices and procedures which will aim to ensure that all children's special educational needs and disabilities (SEND) are identified and assessed. The curriculum will be planned to meet their individual needs.

We recognise the vital role of parents/carers in the identification, assessment and response to their children's SEND needs. We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.

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 decision-making about their special educational provision.

We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs. We will actively support the establishment and maintenance of close links with all agencies working with the child.

All practitioners at BEYA are practitioners of special educational needs and have a duty to plan for and deliver an inclusive curriculum for all children in their class.

### **SECTION 2: The Aim**

The aim of this policy is to ensure that every child at BEYA has equal opportunities to develop into a responsible, independent learner, and is able to take a full and active part in the life of the school. We will raise the aspirations of and expectations for all pupils including children with SEND, focusing on appropriate next steps in order for them to make progress.

Objectives:

1. To identify and provide for pupils who have special educational needs (SEND) and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2015
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO)/ inclusion manager who will work with the SEND Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils
6. To work in partnership with parents/carers to maximise the potential of children with additional needs.
7. To work closely with other professionals and use their advice to support children with additional needs.
8. To provide a warm and welcoming environment in which individuality is celebrated.

### **SECTION 3: Identifying Special Educational Needs and Disabilities**

There are four broad areas of need in the SEND Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and Physical

At BEYA we observe all children and talk regularly to parents. Half-termly the Learning Mentor meets with all staff for a ‘child awareness’ meeting where staff discuss any children showing concerns or needs in one or more of the above areas. Staff work together to identify how these children can best be supported.

Early identification of children with additional needs is a priority. Opal Spotlight meetings with parents give staff the opportunity to discuss all children’s interests, strengths and progress and to discuss whether children are meeting developmental milestones. These discussions may lead to initial discussions around a child having additional needs.

We follow the Graduated Approach to SEN support, as outlined below.

### **SECTION 4: A Graduated Approach to SEND Support**

Practitioners are responsible and accountable for the progress and development of their key children.

We use a Graduated Approach to identify, plan and assess children who need SEND support. The Graduated Approach consists of 4 steps:

#### **ASSESS – PLAN – DO – REVIEW**

All staff are constantly observing children and interacting with them, this information informs regular assessment through our OPAL assessment system. A child will be identified as possibly needing SEND support if they are not meeting key developmental milestones and are making little or no progress.

Through discussions with the parents, practitioners and the SENCO, it will be planned how to best support the child in school and at home. A referral to outside agencies may be appropriate and be undertaken by staff with parental permission. If a child has significant needs, A Special Educational Needs Support Plan meeting will be held with parents and a SEN Plan will be written detailing their child's strengths and needs. Short term outcomes will be set and appropriate strategies to support the child, will be identified and put in place

A copy of the child's Special Educational Needs Support Plan will always be given to parents after they have been consulted on their child's needs during a SEND support plan meeting.

Plans and strategies will be adapted according to the child's needs and progress. SEN Plan Review meetings will be held at least termly with parents to share observations and discuss progress towards outcomes.

The SENCO will seek support and advice from appropriate outside specialists with parental permission and this advice will be implemented.

In cases where the parents, school and specialists conclude that the child's needs are substantial and they cannot be met effectively within what is ordinarily available, a request for SENIF (SEN Inclusion Funding) or an Education and Health Care Plan assessment request will be made to Local Authority.

### **SECTION 5: Managing Pupils Needs on the Send Register**

The SENCO will create a SEN register for each nursery detailing those children who are on a SEN Support Plan and are requiring further support with their learning. This details needs, key information and involvement of any outside agencies.

It may be appropriate to seek outside agencies advice or whole school training to provide a whole school approach for a particular need to ensure consistency.

### **SECTION 6: Criteria for Exiting the Send Register**

Pupils on the SEND register need to be carefully planned for and assessments made throughout their attendance at BEYA. If children are meeting milestones and making progress in all areas, they may be removed from the SEND register. This would be the course of action after discussions between the parents, SENCO, practitioners and a member of the Senior Leadership Team.

### **SECTION 7: Supporting Pupils and Families**

Parents can access information on SEND through Barnet's Local Offer and the BEYA SEND Information Report which can both be found on the Nursery Schools websites.

### **Admission arrangements to BEYA:**

Priority will be given to children considered to have a special educational need. Such children may have an Education Health and Care Plan. The recommendations of fellow professional's e.g., health visitors, social workers and colleagues from the Pre School Teaching will be of paramount importance in determining priority.

### **Offering support to families:**

All members of staff need to be aware of the emotional impact some parents may experience when their child is placed on the SEND register and to be sympathetic to this.

A referral to an outside agency to provide support for the whole family may be needed e.g. A Universal Plus or Early Help referral

### **Transition Arrangements:**

Close links will be established with the schools to which children with special educational needs will transfer at the end of their time in Nursery School

Primary school staff will be invited to review/ transition meetings and with parental permission, all relevant documentation handed over.

In the final weeks before transfer, the Inclusion Manager and reception staff will be encouraged to visit and observe the child in Nursery.

In some cases, a member of staff may accompany the child on visits to the school of transfer.

## **SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

BEYA recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and/or disabilities (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

If a child has a medical condition, advice will be sought from a medical professional who knows the child and discussions will take place with the parents. All medical needs take priority and a care plan may be appropriate so that all staff are aware of the procedures for the individual.

With permission from the parents; photographs and information detailing the nature of the medical condition will be displayed in a designated place within the school to ensure all staff are fully informed.

**See ‘Supporting Children with Medical Conditions Policy.’**

Medicines shall be kept in a named box in a place that staff members know where to access the medicines in case of emergency and parents informed when medicines have been administered.

Staff will have up to date first aid training and training for administering an Epi-pen.

### **SECTION 9: Training and Resources**

Staff will be encouraged and afforded the opportunity to take part in any relevant courses focussing on Equalities and Inclusion for children with Special Educational Needs and where appropriate whole school INSET with focus on aspects of Inclusion.

Staff meetings will provide regular opportunities for discussing strategies for dealing with children with additional needs and reviewing and evaluating procedures.

All staff undertake induction when taking up a post and they are involved in the regular ‘child awareness’ meeting where the SENCO or Learning Mentor has the opportunity to explain systems and structures in place around the school’s SEND provision and practice and to discuss the needs of individual pupils.

The SENCO will regularly attend the LA’s SENCO network meetings in order to keep up to date with local and national updates.

Training needs of staff are to be identified annually by assessing individual staff needs and the cohort that year. This will be written into their staff appraisal.

### **SECTION 10: Roles and Responsibilities**

The SEND Governor is responsible for overseeing the implementation of this policy within the school and is invited to monitoring meetings to ensure effective practice is being carried out for those children with SEND.

**The teachers with Safeguarding Responsibility are Kelly Brooker, Caron Rudge, Corrine Hurd, and Janine Medway-Smith**

The staff member responsible for managing medical needs is a senior leadership member at each school along with the Early Year’s teachers.

### **SECTION 11: Storing Documentation**

All confidential documents including reports, advice and any document which is named will be stored in a locked cupboard every night.

The SENCO has a cupboard containing information on past and present pupils and this must be locked each night and only members of staff are able to access this information.

### **SECTION 12: Reviewing the Policy**

This policy is to be reviewed every 3 years and updated when appropriate to do so.

### **SECTION 13: Accessibility**

Accessibility to the school would be managed depending on individual needs. Each Nursery School has an Accessibility Plan on the school websites.

### **SECTION 14: Dealing with Complaints**

Any concerns or complaints about SEND provision by parents should be addressed to the key worker, initially. If the parents are still not satisfied they should approach the SENCO who will look into the problem and report back within a week. If the parents/carers continue to be dissatisfied, the SENCO will refer the matter to the head teacher to take further action as appropriate.

### **SECTION 15: Bullying**

Please refer to the schools' bullying policy which can be found on the school website.

### **Section 16: Appendices**

Please see link on the school website to the schools SEND information report. Please click on this link to go to the Barnet Local offer <https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html>