**Abington Vale Playschool**

Tel: 07840432388

Charity Number 1028922

**Special Educational Needs/Inclusion Policy**

*‘Abington Vale Playschool is a Registered Charity and is the employer for the purposes of this policy. References in this policy to “the employer” should be taken in all instances to refer to Abington Vale playschool’. Similarly, all references made to ‘Staff’ are to be taken in all instances to refer to all paid employees of Abington Vale Playschool.*

Relevant legislation for this policy includes Equalities Act 2010, The Children and Families Act 2014 and working together to Safeguard Children.

Our setting adheres to the DfE Code of Practice 2014 in the Identification and Assessment of Special Needs, and to provide a welcome and appropriate learning opportunity for all children.

* Children with special needs and disabilities (SEND), like all other children, are admitted to the nursery after consultation between parents, the manager, SENCo and keyworker.
* If it is felt that a child’s needs will only be met by the support of a one to one worker, funding will then be sought to employ one.
* Our system of observation and record keeping which operates in conjunction with parents, enables us to monitor children’s needs and progress on an individual basis.
* We work in partnership with staff outside the centre, including therapists, health visitors, psychologists, social workers, paediatricians and workers from the early year’s specialist support service (portage), to meet children’s specific needs.
* Our keyworker system ensures that each adult is responsible for, and close to a small number of children, so each child receives plenty of adult time, attention and support.
* Our staff attend whenever possible, in-house training on special needs arranged led by the SENCo and Nursery Manager, as well as accessing training externally delivered by other professional bodies such as the Northamptonshire Inclusion Mentoring Partnership (NIMP).

If a parent or member of staff has concerns about a child’s well-being and development, then they would discuss this with the child’s keyworker and SENCo. (Natalie Fleck) Together they would agree on the best way for the setting to support that child.

With consent of the parent, the child’s keyworker would complete an initial assessment of need plan, which would then be shared with the SENCo and again the parent. The SENCO and keyworker would also complete the voice of a child’s sheet, to ensure that the child’s interests and wishes are at the heart of each assessment and review.

At this stage SENCo would consult with the parent on the best way forward, which may result in a risk assessment, support plan or care plan being completed. This may also require support from other professionals and therefore referrals may need to be made to other services such as Speech and Language Therapy. Documentation to support these applications include a one page profile; focusing on the individual interests and strengths of the child, a developmental profile that shows tracking of the child’s current stage learning and development, and in some cases a Progress Check at the age of two, as well as capturing the voice of the child and parent.

In the event that a child that would like to start the playschool has a diagnosed SEND we would consult with the parents on the best way to support their child, as well as looking at reasonable adjustments that could be made in the setting, to try to meet those needs. A pre-admissions meeting would be arranged with parents, setting and all other professionals involved with the child to gather as much information about the child’s needs before they start in the setting, enabling us to apply for additional funding where necessary, to organise staff training through external services as required and any specialist equipment. Again, appropriate paperwork would be completing, as stated above. The setting refers to the Northampton shire Descriptors to look for ways of supporting children and to access a child’s level of need, as well as signposting parents to Northamptonshire’s Local Offer.

**The Role of the SENCO (Special Education Needs Coordinator)**

The Named SENCo’s in our setting are Natalie Fleck and Debbie Namruti. The Role of the SENCO is to ensure that all children’s individual needs are being met, and that children feel included within the setting. The SENCO will also oversee the Assess- Plan- Do- Review approach, and support keyworkers in these systems, as they are responsible for undertaking these assessments. The early years specialist support service may come alongside parents and nursery setting to set appropriate and achievable targets for each child.

Where the setting has taken relevant and purposeful action to identify, assess and meet the special educational needs of a child, and the child has not made expected progress, the setting will consider requesting an Education, Health, Care needs Assessment.

If required, we would look at evacuation procedures in the event of a fire and complete a Personal Emergency Evacuation Plan; guidance and forms are used from Northamptonshire County Council. See below.

**Personal Emergency Evacuation Plan (PEEP) for children in Early Years Settings Guidance.**

A PEEP should be completed for any child who requires assistance with **any** aspect of emergency evacuation.

The PEEP should describe the child’s intended means of escape in the event of an emergency, including drills.

The PEEP should specify what type of assistance is agreed and how it is to be maintained to ensure the child’s continued safety and should include assistance required from the point of raising the alarm to passing through the final exit of the building.

The PEEP should be coordinated by the SENCo or Manager and a copy of the completed form kept:

* In the child’s personal records
* By the Manager/ SENCo

The plan **must** be reviewed on an annual basis at least and when a significant change in circumstances (of the building or child) is anticipated or identified e.g. room transition.

**Points to consider:** In preparation for completing details on PEEP, consider the following:

Does the child change room during the course of the day, which takes them to more than one location within the building and/or other buildings?

Does the child have difficulties identifying signs that mark the emergency exits and evacuation routes to emergency exits?

Does the child use visual structure e.g. photo keyrings, to support understanding of evacuation and reduce anxiety around change of routine/loud noise etc?

Name of child’s 1:1 support person(s) and who will provide support if this adult isn’t in.

Does the child have any difficulties hearing the fire alarm or visual difficulties that require support to see the exits/follow the routines etc?

Does the child follow adult direction and if not, what support will be available to help him/her safely evacuate?

Are they likely to experience problems independently travelling to the nearest emergency exit? Think of steps/furniture/other obstacles that may prevent exit.

Does the child find stairs difficult to use?

Are they dependent on a wheelchair or other equipment for mobility?

This Inclusion Policy & Procedure has been compiled in line with the Code of Practice 2014 and the Equality Act 2010. Abington Vale Playschool values have also been used to inform our inclusion policy. At Abington Vale Playschool we believe that every child should have the best possible opportunities and we therefore promote inclusive practice.

All staff at the setting work to provide children a broad balanced and stimulating range of learning and development opportunities which take into account every child’s individual needs and stage of development within the Early Years Foundation Stage Framework.

Throughout this policy Abington Vale playschool aims to show their commitment to working with a range of professionals and other agencies to support children with SEND (Special Educational Needs and Disabilities).

Abington Vale Playschool has a named Inclusion officer/s (SENCo) that has responsibilities to oversee the Inclusive practice. The person is Senior Designated Person. The responsibilities of this person are attached to this policy.

The aims of our Inclusion Policy are to:

* Promote equality of opportunities and promote positive attitudes for children and adults with Special Education Need and/or Disability.
* Challenge any discrimination or harassment of disabled children, young people, families and Adults
* Create a culture where disabled people feel welcome and at ease in our setting.
* Ensure that all children are monitored and included in everyday activities, including routines, learning experiences and special events. Confidentiality will be adhered to at all times.
* Provide the opportunity for parents to discuss their child’s needs with us when they join the setting so that we can plan the most effective provision through home visits and liaise with outside agencies, if required, and to also highlight any individual needs of the child and any information we would require with regard to SEND
* Provide resources that are bought with inclusive practice and SEND as a priority including communication/visual aids, sensory toys etc.
* Assign each child with a key person who will work closely with each child to observe, assess and plan for their individual needs, alongside 1:1 support worker as required and will support of SENCo.
* Assess the child through the Key person approach and the Early Years Foundation Stage Framework.
* Review each child’s progress regularly by monitoring and reviewing their learning and development progress 6weekly.
* Enable all children to have access to the full early year’s curriculum (EYFS) through careful and individualized planning, differentiation of activities/experiences and adaptions where required to the environment.
* Take in to account all aspects of the organisation of the learning environment, how children with SEND can be included in indoor and outdoor planned activities.
* Monitor and evaluate the effectiveness of the Inclusion policy through the children’s learning and development progress.
* Value and respect children and families’ views with action and feedback.
* Give children and young people the opportunity to develop both socially and emotionally.
* Work closely with parents and relay learning and development progress to them regarding their child. We will share information on home visits, at parents’ evenings, learning and developmental reviews and daily feedback E.g. verbally, communication diaries etc.
* Establish links with local schools and make the transition from BGN services to School a vital part in these links. Abington Vale Playschool will ensure that the child’s individual needs are discussed during a pre-arranged school transition meeting led by the SENCo and supported by the Early Years Specialist Support Service.
* Encourage staff to commit to undertaking training to develop their knowledge and skills in relation to inclusion and SEND. Staff will attend training courses organised by the LEA (Local Education Authority) and also take part in in-house inclusion training organised by the Inclusion officer (SENCo)
* Abington Vale playschool will work collaboratively with other Early Years and Health Professionals from external services to best support each individual child and to refer to appropriate services as required to meet each child’s individual needs, helping families to access a range of services including educational psychologists, speech therapist, physiotherapy, occupational therapy, specialist support service etc.

In case of a complaint, ensure that the OFSTED complaint form will be available for parent/carers should they want to complain about SEND provision at Abington Vale Playschool. Parents should approach the Setting Manager to discuss any complaints raised.

This policy was adopted at a meeting of Abington Vale Playschool

Managers signature and date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff signatures and dates \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Policy updated September 2019

Review September 2020