



# Inclusion Policy

## Lilycroft Nursery School

### Aim

We at Lilycroft Nursery School are committed to providing an appropriate and high quality provision in the Early Years Foundation Stage Curriculum for all the children living in our locality.

At Lilycroft Nursery School we believe that every child matters and inclusion is an important part of care and education. We will ensure that every individual will achieve, contribute, feel valued and enjoy learning. We believe that all children, including those identified as having special educational needs and or disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and to be fully included in all aspects of School life.

We believe that educational inclusion is about equal opportunities for all learners, including parents, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners.

- Girls and boys, men and women
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority
- Others such as those who are sick; those who are young carers; those who are in families under stress
- Any learners who are at risk of disaffection and exclusion

In addition to the above we are committed to the elimination of unfair discrimination on the grounds of the 'protected characteristics' as set out in the Equality Act 2010:

- Religion, belief or lack of religion/belief
- Sexual orientation
- Being or becoming transgender
- Being married or in a civil partnership

We will respond to learners in ways which take account of their varied life experiences and needs.

### **Objectives**

1. To ensure the Equality Act 2010 and relevant Codes of Practice and guidance are implemented effectively across the School.
2. We ensure that all children will be equally valued in the School. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. (See Safeguarding and Child Protection Policy)
3. We will continually monitor the progress of all children to assist the early identification of children with Special Educational Needs & Disabilities and will provide support as early as possible.
4. We will ensure that all children, including those identified as having special educational needs and/or disabilities have full access to a balanced academic and social curriculum, through differentiated planning by class teachers, SENDCO and Early Years Practitioners.
5. We will provide early intervention, through a graduated approach, using the 'Plan, Do and Review' cycle, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND.
6. We will provide early intervention from 2-5 years of age, working closely with the Early Help Prevention Team and Health Visitors. Ongoing assessment is carried out using the 'EYFS', the 'Developmental Journal' and the 'Progress Check at Age Two' for all children.
7. We will work closely with appropriate specialists if needed, to enable the child to make progress towards their desired learning and development outcomes.
8. We will ensure that parents are fully involved in all decisions that affect their children's education.
9. We will ensure that pupils with SEND are perceived positively by all members of the School community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
10. Wherever possible we will involve the children themselves in planning and in any decision making that affects them.

## **Legislation**

All staff and users of our School are inducted into the ethos of the setting and the underlying policies and guidelines are clearly explained.

Special Educational Needs and Disability Code of Practice 0-25 years 2014

Children and Families Act 2014

Special Educational Needs and Disability Regulations 2014

Reasonable Adjustments for Disabled Pupils 2012

Supporting Pupils at School with Medical Conditions 2014

UN Convention on the Rights of the Child

Removing Barriers to Achievement 2004

The Childcare Act 2006

Equality Act 2010

EYFS

Working Together to Safeguard Children 2018

## **Definitions of Special Educational Needs**

### **SEND Code of Practice (2014) 15;xiii**

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her”

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

*For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.*

*A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).*

## **Definition of Disability**

### **SEND Code of Practice (2014) 16 ; xviii**

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

## **Definition of Inclusion**

Definitions of inclusion in education from the Index for Inclusion:

Inclusion in education involves:

- Valuing all students and staff equally.
- Increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools.
- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality.
- Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorised as ‘having special educational needs’.
- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
- Viewing the difference between students as resources to support learning, rather than as problems to be overcome.

- Acknowledging the right of students to an education in their locality.
- Improving schools for staff as well as for students.
- Emphasising the role of schools in building community and developing values, as well as in increasing achievement.
- Fostering mutually sustaining relationships between schools and communities.
- Recognising that inclusion in education is one aspect of inclusion in society.  
(<http://www.csie.org.uk/resources/inclusion-index-explained.shtml>)

We at Lilycroft Nursery School believe that each child has individual and unique needs. However, some children require more support than others. If these children are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of children will have special educational needs & disabilities (SEND) at some time in their School career. Many of these children may require help throughout their time in School, while others may need a little extra support for a short period to help them overcome more temporary needs. Lilycroft Nursery School aims to provide all children with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the Foundation Stage curriculum, promoting high aspirations for all children.

In particular, we aim to:

- Enable every child to experience success
- Promote individual confidence wellbeing , self-regulation and a positive attitude
- Ensure that all children, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- Give children with SEND equal opportunities to take part in all aspects of the School's provision, as far as is appropriate
- Identify, assess, record and regularly review children's progress and needs
- Involve parents/carers in planning and supporting at all stages of their children's development
- Work collaboratively with parents, other professionals and support services
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

**Admissions** (see Admission Policy)

## **Roles and responsibilities of head teacher, governors and staff**

Provision for children with special educational needs is a matter for the whole community. The governing body, in co-operation with the head teacher, has a legal responsibility for determining the policy and provision for children with SEND. It maintains a general overview and has appointed a representative governor (the SEND Governor), who takes particular interest in this aspect of the School.

### **The head teacher has responsibility for:**

- The management of all aspects of the School, including provision for children with SEND
- Keeping the governing body informed about SEND issues
- Working closely with the SENDCO
- Ensuring that the implementation of this policy and the effects of the inclusion policy on the School as a whole are monitored and reported to governors.

### **The governing body must ensure that:**

- The necessary provision is made for any child with SEND
- All staff are aware of the need to identify and provide for children with SEND
- Children with SEND join in School activities alongside other children, as far as is reasonably practical and compatible with their needs and the efficient education of other children
- They have regard to the requirements of the SEND code of practice: 0-25 – 2014
- Parents are notified if the School decides to make special educational provision for their child
- They are fully informed about SEND issues, so that they can play a major part in School self-improvement.
- They set up appropriate staffing and funding arrangements, and oversee the School's work for children with SEND
- They and the School as a whole, are involved in the development and monitoring of this policy
- SEND provision is an integral part of the School improvement plan
- The quality of SEND provision is regularly monitored.

### **The SENDCO (Special Educational Needs and Disabilities Co-ordinator) is responsible for:**

- The implementation and evaluation of the Inclusion Policy and overseeing the day-to-day operation of this policy
- Co-ordinating the provision for children with SEND in the nursery

- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify children with SEND
- Carrying out detailed assessments and observations of children with specific learning needs
- Supporting class teachers and practitioners in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the child and advising on appropriate resources and materials for use with children with SEND and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of children with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process and are fully aware of the Inclusion Policy practices
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- Maintaining the School's SEND range of need data on SIMs Data Base.
- Assisting in the monitoring and evaluation of progress of children with SEND through the use of existing School assessment information.
- Contributing to the in-service training of staff.
- Ensuring that midday supervisors are given any necessary information relating to the supervision of children at lunchtime and supporting them in relation to behaviour management and other issues for particular children
- Liaising with the SENDCO in receiving Schools/and or other primary Schools to help provide a smooth transition from one School to the other
- Taking part in LEA SEND moderation.

It is each teacher's responsibility to provide for children with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the School's procedures for identifying, assessing and making provision to meet those needs.

**Class Teachers are responsible for:**

- Including children with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCO for advice on assessment and strategies to support inclusion
- Making themselves aware of this policy and procedures for identification, monitoring and supporting children with SEND
- Giving feedback to parents of children with SEND

### **Early Years Practitioners and Early Years Support Workers should:**

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for children with SEND
- Use the School's procedures for giving feedback to teachers or the SENDCO about children's responses to tasks and strategies.

### **Identification and Assessment of SEND**

#### **Identification, assessment and provision**

Identification is made by staff through observations or through information received through other agencies. E.g. Speech and language therapist and/ or concerns expressed by parents.

Lilycroft Nursery School follows the stages set out in the SEND code of practice 2014.

SEND code 2014 – p84, 5.28

*Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.*

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.

### **Parents are consulted at every level of the intervention**

The graduated approach will be led and co-ordinated by the setting SENDCO working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes Guidance and The Developmental Journal. The Access, Plan, Do and Review cycle will be used in line with the SEND Code of Practice 2014. (p86 & 87) Parents will be involved throughout. The SENDCO will also use Bradford's EYFS guidance on SEND and Professional Agency guidance on the different ranges of need to develop an appropriate IEP to meet their developmental needs.

### **Involving specialists**

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, appropriate specialists are contacted and involved. They provide specialist resources, equipment and interventions to enable the child to make progress towards the desired learning and development outcomes.



### **Requesting an Education, Health and Care needs assessment**

Where, despite us having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting will request an Education, Health and Care needs assessment. This will be done in line with the SEND code of practice 2014 – p141 and Bradford Local Authority criteria.

### **Training:**

All staff have opportunity for training on SEND issues from relevant agencies. (See training record)

### **Transition**

Rigorous planning and preparing for transition happens before a child moves into another setting or school. All assessments and EHC plans are reviewed with the families and information is shared by Lilycroft Nursery School with the receiving setting or school.

### **SEND/ Inclusion Policy complaints [see Complaints Policy]**

#### **Arrangements for complaints**

Should children or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher or key person in the first instance. Anyone who feels unable to talk to the teacher or key person or is not satisfied with the teacher's or key person's comments, should ask to speak to the SENDCO. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before session starts. In the event of a formal complaint parents are advised to contact the head teacher. The LEA Parent Partnership Service is available to offer advice.

### **Policy implementation**

Arrangements for monitoring and evaluation

The success of the School's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENDCO and Senior Leadership team
- Analysis of child tracking data and test results for individual children and for cohorts
- Value-added data for children on the SEND register

- Monitoring of procedures and practice by the SEND governor
- School self-evaluation
- The School's SEND review, which evaluates the success of the policy and sets new targets for development
- The School improvement plan, which is used for monitoring provision in the School
- Visits from LA personnel and Ofsted inspection arrangements
- Feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success

**Guidelines on Intimate Care** (see intimate care policy)

Lilycroft Nursery School is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. Lilycroft Nursery School recognises that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain.

**Good Practice Guidelines**

Every child is treated with dignity and respect. Privacy is ensured appropriate to the child's age and situation, regardless of whether it is staff or a parent or carer attending to the child's needs.

Parents/carers will be involved with their child's intimate care arrangements. The needs and wishes of children and parents will be carefully considered alongside any possible constraints; e.g. staffing and equal opportunities legislation.

Staff who provide intimate care are trained to do so (including Child Protection and Health and Safety training in Moving and Handling) and are fully aware of best practice

There is careful communication with each child who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss the child's needs and preferences. The child is aware of each procedure that is carried out and the reasons for it.

As a basic principle children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for themselves as they can. This may mean, for example, giving the child responsibility for washing themselves

The adult should communicate to the child throughout the care routine. Staff should encourage the child to have a positive image of his / her own body. As far as appropriate and keeping in mind the child's age, routine care of a child should be enjoyable, relaxed and fun.

To avoid any cross contamination from soiled nappies/clothing the following must be observed:

- Soiled items are double wrapped in plastic nappy bags and placed in the nappy bins (these are emptied each day and placed in the locked storage bin in the dustbin bay)
- Wet or soiled clothing is double bagged and returned home with the child
- Any spillages are cleaned immediately and mop heads are removed and washed in the laundry room
- Cleaning products e.g. Milton are used as appropriate to wipe down nappy changing areas

If a member of staff has any concerns about physical changes in a child's presentation, e.g. marks, bruises, soreness etc. he/ she will immediately report concerns to the appropriate member of the Senior Leadership Team/ Designated Person for Child Protection by completing a "Pink slip". A clear record of the concern will be completed and referred to social care and/or the police if necessary. Parents will be asked for their consent or informed that a referral is necessary prior to it being made unless doing so is likely to place the child at greater risk of harm. (See the Safeguarding and Child Protection Policy) Certain intimate care or treatment procedures can only be carried out by nursing or medical staff. Staff that have been formally trained and assessed as competent must only carry out other procedures, such as setting up gastrostomy feeds.

**Ermina Kesedzic**

**Assistant Head/SENDCO**

**October 2019**