

Happy Valley Pre-School Ltd

Inclusion Policy

Happy Valley Pre-School Ltd follow the SEN code of practice 2014

This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with additional educational needs (SEN) and disabled children and young people

Aims

To identify and plan for each child's individual learning requirements and to provide appropriate support for children with individual and additional needs in order to allow them to make the best possible progress.

To promote an atmosphere of encouragement, acceptance and respect for achievements in which all children can thrive; and to develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.

Objectives

To identify any particular learning needs in any of the areas of learning and to develop an effective strategy to meet those needs.

To allow children with additional needs to fully participate in all the activities of the setting by providing additional support, in one to one small groups, adapting activities and environments and by using specialist equipment as appropriate.

When appropriate, to work together with staff from external agencies in consultation with parent/carer to provide the best learning opportunities for each individual child.

To inform parents of the needs and progress of their child, to consult with parents regarding their child's educational needs and to work in partnership with them.

Responsibility

The manager has overall responsibility for the implementation of this policy the

SENCO will liaise with staff, parents and external agencies with regard to all inclusion issues. This person is designated the Special Education Needs Co-ordinator (SENCO). The SENCO will advise and support other staff at the setting, ensure that appropriate

Individual Education Plans are in place, and ensure that relevant background information about children with additional needs is collected, recorded and updated.

The SENCO at HAPPY VALLEY is currently Mrs Grace Cutler

The keyworker has the responsibility of writing, implementing & reviewing programmes of intervention. All staff are responsible for supporting children with additional needs and their parents, for implementing individual education plans and for ensuring children with additional needs can fully participate in all the activities of the setting.

Inclusion Policy

Operating Policy

When a child starts at the setting a member of staff will talk to the parent about their child, and will use this information to complete a profile sheet. Any existing additional needs, physical, social, emotional and behavioural or health problems will be noted at this time.

The staff will continuously monitor each child's progress and record sheets for the areas for development which will be regularly updated to record each child's development and achievements. This ongoing assessment and recording will be used to aid the early identification of any additional support.

If a key worker believes a child needs extra support the following action will be taken:

The key worker will consult the SENCO and they will then gather information about the child and make an initial assessment of the child's additional needs

The key worker and SENCO will consult with the child's parents seeking additional information, explaining that there may be a need for additional support, ascertaining the parents' views and giving them ideas of how they can help at home. The SENCO will also ask for the parent's approval for the child to receive extra support with regular updates.

If considered necessary the SENCO will seek advice and support from external agencies such as Educational Psychologists, Social Inclusion, Speech and Language Therapists and Health Services

The SENCO and the child's teacher/key worker in consultation

with parents will decide on the action needed to help the child progress. This will be recorded within an Individual Education Plan (IEP). The IEP will include information about the short term targets set for the child, the teaching strategies to be adopted and any provision to be put in place that is additional to or different from the curriculum plan

The child's progress will be continually monitored by staff and the SENCO. An IEP review will take place at least three times a year. The

child's parents will be invited to attend these review meetings which will also be attended by the SENCO and the child's key worker. If parents are unable to attend their views on the child's progress will be sought. Progress will be reviewed and the IEP may be changed and adapted as required.

If at an IEP review the SENCO and the child's key worker in consultation with the parents decide to request help from external support services the child will have moved onto the next stage of provision.

Typically, help from outside agencies will be sought when despite receiving an individual programme and/or concentrated support, the child:

Continues to make little or no progress in specific areas over a period of time

Continues working at an early year's curriculum substantially below that expected of children of similar age.

Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group.

Has sensory or physical needs, and requires additional equipment or regular visits by practitioners from a specialist service.

Has an ongoing communication or interaction difficulty that impedes social development and cause barriers to learning.

When help from external support services is sought, the SENCO will make the child's records available to those services.

All SEN will have a one to one page profile completed which will show what the child is interested in and what support they will need within preschool.

Staff from the appropriate external support services will meet with the SENCO, parents and key worker to review the child's progress and advice on the most suitable form of external support. This could include:

Advice on new IEPs and targets

**More specialist assessments - Education, Health and Care Plan
EHC
Advice on the use of new or specialist strategies or materials
Providing support for particular activities.
High Block Funding (For one to one support)**

The child's parents will be included in this process and their views will be sought on any changes to the additional needs provision for the child. The child's progress will continue to be monitored by the staff, SENCO and any external support services involved. IEP reviews will take place every 12 weeks. The child's parents will be invited to attend reviews meetings which will also be attended by the SENCO, the child's key worker and staff from external support services. If parents are unable to attend, their views on the child's progress will be sought. Progress will be reviewed and the IEP may be changed and adapted as required.

Staff Training

All staff and students are regularly trained on how to meet the children's additional needs. SENCO attends regularly SEN update meetings and training.

New Settings Transition plus

An SEND action plan is produced 12 weeks before the child leaves us. This needs to be completed when the child is a TP1, 2 or 3, This plan is then send to the new setting which will then plan if any additional support is needed.

Appointments will be made between settings, key worker and parents to ensure the transition to the new setting runs smoothly for all concerned especially the child.

Also when a child with additional needs moves from this setting to another, our SENCO will liase with the new setting and will pass on copies of all reports and other paperwork to ensure they are fully aware of the child's needs, and of the support that has been provided to date within 15 days.

All information remains confidential and is shared on a need to know basis and in the best interests of the child concerned. Records are kept in both the SENCO folder and in the child's personal files.

This policy was reviewed and checked on: _____

Signed on behalf of the Pre-School: _____
(Pre-School Director)

Next Review: October 2019 _____