



## Special Education Need and Our Inclusive Setting.

### Ethos

Here at The George Eliot it is our commitment to make our setting an inclusive setting and to promote inclusive practice. We do this by supporting all children's individual needs, accepting all needs and abilities and supporting families.

'Offer support tailored according to individual needs, taking into account children who have English as an additional language, special educational need or disability and the gifted and talented' (EYFS 2008)

### Who is responsible for SEN on a daily basis?

The SENCO (Special Educational Needs Co-ordinator) is Samantha Buckler assisted by Megan Haggerty. The SENCO will work closely with other staff with all the pupils and will have the main responsibility for the management and upkeep of the SEN policy. The SENCO will also have support from the area SENCO Heather Betts.

The SENCO will support staff while developing and accessing strategies and Individual Education Plans (I.E.P's) within the setting. The SENCO also has responsibility to liaise with Early Years Professionals as appropriate to the care arrangements for the individual child.

### Who identifies a child with SEN?

Early identification is very important in SEN and it is the job of everyone to work together to achieve this;

- Key workers/nursery staff
- SENCO
- Parents
- Managers
- Children
- Outside agencies (if involved)
- Other settings the child may attend

The Nursery will access the support from other professionals by getting help from our area SENCO. They then help us to refer children to any outside agencies they may need.

The George Eliot is an Equal Opportunities setting and we believe that all children should be welcomed into our setting. We work closely with parents and carers to discuss the needs of their child prior to them starting with us. We have an induction period where parents can discuss their child's additional needs with their allocated key worker.

Please refer to our Equal Opportunities and Admissions Policies for more information on the above.

All children in our setting and will be included, valued and supported equally. Reasonable adjustments will be made to the setting to accommodate any child with SEN, however due to the way the building is structured we have limited access for a child who may be in a wheel chair. The building has 2 floors and although we have ramps the doorways may not be wide enough for wheel chair access.

#### What resources do we have at The George Eliot?

We have a structured but flexible approach to SEN enabling us to help children with a variety of needs. We have materials, equipment and an environment which must continually assess for suitability for each individual child. Examples include;

- Nappy changing facilities, potties and low level toilets
- Ramps and hand rails in the bathroom areas.
- Range of sensory toys
- ICT facilities, including the use of a computer
- Sensory activities
- Use of tactile and visual timetables
- Easy route around the nursery, well laid out and planned
- Auditory equipment to facilitate changes in routine
- Exceptionally well-trained staff
- Excellent working rapport with our AREA SENCO

#### Graduated Response

- Monitoring of individual children's progress throughout the foundation stage is essential. Where a child appears not to be making progress either generally or in a specific aspect of learning, then it may be necessary to present different opportunities or use alternative approaches to learning. Ongoing difficulties may indicate the need for a level of help above that which is normally available for children in the particular early education setting.
- Good practice can take many forms. It is for individual settings to decide the exact procedures they should adopt, and the nature and content of the special educational provision. Early education settings should adopt a graduated response so as to be able to provide specific help to individual young children. This approach recognises that there is a continuum of special educational

needs and, where necessary, brings increasing specialist expertise to bear on the difficulties a child may be experiencing.

- The graduated approach, as described in this Code, should be firmly based within the setting. Once practitioners have identified that a child has special educational needs, the setting should intervene through *Early Years Action*. If the intervention does not enable the child to make satisfactory progress the SENCO may need to seek advice and support from external agencies. These forms of intervention are referred to below as *Early Years Action Plus*.
- As most settings are in day-to-day contact with parents they are best placed to judge how to tell parents that their child is receiving special educational provision because their child has SEN. It should be done in a way that encourages parents to contribute their knowledge and understanding of their child, and raise any concerns they may have about their child's needs and the provision that is being made for them.
- The key test for action is evidence that the child's current rate of progress is inadequate. There should not be an assumption that all children will progress at the same rate. A judgement has to be made in each case as to what it is reasonable to expect that particular child to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the child to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways. It might, for instance, be progress that:

- Closes the attainment gap between the child and the child's peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour.

### Statement or Medical care plan

Very occasionally a child will have a statement of Special Educational Need. Risk assessments are carried out to include and support those children.

If a child has a medical care plan, the relevant information is recorded on a 'Health Care Plan.' This information is from the parents and is reviewed every 6 months. Again, risk assessments are put into place to include and support them.

## Transition Process

The transition process is a good way of passing information between settings when a child is moving on to a new nursery/school. A meeting is set up for the relevant people to meet and discuss the child's background, targets and other information. It's a very good way to help prepare for a new child within the setting and put all the relevant changes into place.

## Complaints

Any complaints made against our SEN and Inclusion policy should be discussed with the Manager and dealt with in a professional way.

Our SEN and Inclusion policy is updated once a year or when needed.

**Updated on 22.08.2017 by Anila Asghar**