



Birmingham Federation
Maintained Nursery Schools

Allens Croft Nursery School

Jakeman Nursery School

Shenley Fields Nursery School

Lillian De Lissa Nursery School

Newtown Nursery School

St Thomas Nursery School

Adderley Nursery School

Gracelands Nursery School

Highfield Nursery School

INCLUSION AND SPECIAL EDUCATIONAL NEEDS POLICY

Adderley Nursery School

Local Committee Approved: 22.10.24

Full Governing Body Approved:

Date Policy Adopted:

Date for next renewal: 22.10.25

Chair of Governors: Sean Delaney

Head Teacher: Nicky Hinchliff

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RRS – The UN Convention on the Rights of the Child links

Article 2 (non-discrimination) *The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.*

Article 3 (best interests of the child) *The best interests of the child must be a top priority in all decisions and actions that affect children. Article 12* (respect for the views of the child) *Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child’s day-to-day home life.*

Article 23 (children with a disability) *A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.*

Article 28 (right to education) *Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer countries achieve this.*

Article 29 (goals of education) *Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment*

Introduction

At Adderley Nursery School, we believe that every child is entitled to an education that allows them to achieve well, in an educational setting that meets their individual needs.

In line with the Code of Practice we will ensure:

- All children have the right to a broad, balanced, relevant and differentiated curriculum
- All children have a right to learn in a caring, considerate and inclusive environment, where the staff and children are all valued for their contribution to school life

- All children are entitled to an education that meets their individual needs and allows them to achieve the best possible outcomes

We are committed to:

- The early identification of additional needs
- Working in partnership with parents
- Providing, within available resources, the highest possible quality support and inclusive education for all children
- Providing a high quality, accessible learning environment for all children both inside and outside
- Ensuring that all children's progress is monitored, recorded and reviewed
- Recognising the rights of the child and ensuring that inclusion and equal opportunities are embedded in our practice
- Providing opportunities for staff to receive relevant training
- Providing an effective and meaningful learning environment where all children are respected and encouraged to reach their potential

Roles and Responsibilities

Senior person responsible : Nicola Hinchliff – Head Teacher

Designated member of staff: Yvonne Spoor – SENCo National Professional Qualification

SEND link governor for Local Committee: Laura Brodie

Lead SEND governor for Full Governing Body: Laura Brodie

The Head Teacher maintains overall responsibility for pupils with special educational needs and/or disabilities.

The SENDCo/SENDCo support works with the Head Teacher and Governing Body to determine the strategic development of SEND policy and provision in the school.

The SENDCo/ Head Teacher/Senior Teacher are responsible for overseeing the day-to-day operation of the school's SEND policy and coordinating the provision of education for pupils with SEND.

The role of the SENDCo is to:

- Liaise with parents/carers, offering advice and support whilst also ensuring open and honest communication.
- Liaise with other professionals and outside agencies
- Provide professional guidance to colleagues, ensuring all practitioners in the setting understand their responsibilities to children with SEND.

- Coordinate provision for children with SEND, including work with teaching assistants and teachers to ensure high quality, effective interventions are in place and are monitored regularly as part of the graduated approach.
- Ensure appropriate records are kept for children requiring SEND support, including background information from parents and previous settings.
- To liaise with SENAR and SEND Support Provision to request Education, Health and Care Assessments and plans (EHCP) and SEND Support Provision Plans (SSPP)
- Advice on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- Gain funding from Inclusion Support in the Early Years (ISEY)
- Providing behaviour support including Safer Handling Plans and Team Teach.
- Plan for transitions, liaising with future settings, ensuring that children and families are fully prepared.

The role of the class teacher/key worker:

- Teacher/key workers are responsible and accountable for the progress and development of the pupils in their class/group, even where pupils access support from additional teaching assistants or specialist staff.
- To support the early identification process through the graduated approach.

The role of the Governing Body:

The governing body work with the Head Teacher to determine appropriate staffing and funding arrangements for Special Educational Needs. The appointed SEND Governor works with the school in supporting the development of high-quality provision and evaluating the impact for pupils with SEND.

Our named governor for SEND is Laura Brodie. She works with the SENCO and Head Teacher to ensure that the cluster's SEND and Inclusion policy works within the guidelines of the SEND Code of Practice (2015), the Local Education Authority, other policies within school and the UN convention on the rights of the child.

Admissions Arrangements

It is the aim of Adderley Nursery School to be fully inclusive and non-discriminatory; all children, including those with SEND are welcome to attend. The Equality Act (2010) states that all Early Years providers must "not discriminate against, harass or victimise disabled children, and they must make reasonable adjustments to prevent them from being put at a disadvantage." Therefore, a child cannot be refused a place on the grounds of special educational needs. Additional resources will be provided or requested according to individual need. The Nursery has a flexible approach to admissions, which promotes consultation with parents prior to admission, agreeing settling procedures and ensuring the setting is ready to safely and successfully include the child.

Identifying Special Educational Needs

Children and young people with SEND may require extra help due to a range of needs. The 0-25 SEND Code of Practice (2015) describes four broad areas of need:

- Communication & Interaction
- Cognition & Learning
- Social, emotional & mental health difficulties
- Sensory and/or physical needs

Some children may have needs that cover more than one of these areas. At Adderley Nurse School, in line with the Code of Practice (2015), we plan the educational provision based on individual children's strengths and needs. Children's needs are considered as part of a holistic approach. A disability is described in law (Equality Act, 2010) as a "physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day today activities." Identifying that a child needs additional support may happen in a number of ways:

- We work very closely with the Family support teams from Local Children's Centre's and Developing Local Provision (DLP) co-ordinators to ensure early identification and positive transitions. Children's needs may be identified when they attend Children's Centre groups or DLP Stay and Plays.
- Induction meetings are carried out before children start attending the Nursery. These can take place either at nursery or at home.
- Staff can raise concerns about individual children by completing an 'Initial concerns' form.
- Health visitors and GPs often raise concerns and liaise with the Nursery.
- We also work closely with the Early Support Service and the Area SENCO Team.

We recognise the important role our school plays in the early identification and assessment of children with special educational needs.

Monitoring and supporting children with SEND - A graduated approach

Assess, Plan, Do, Review

As outlined in the Code of Practice (2015), we have adopted a graduated approach with four stages of action:

Assess

In identifying a child as needing SEND support, the nursery team (teacher, key workers, teaching assistants) will work with the SENDCo, child's parents/carers and any involved professionals to carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, the SENDCo/SENDCo Support will request permission from the parents to involve outside agencies in specialist assessments.

Plan

Where it is appropriate to provide SEND support, and having formally notified parents/carers, the nursery team and the SENDCo/SENDCo Support will agree, in consultation with parent/carers: the outcomes they are seeking; the interventions and support to be put in place, the expected impact on progress; development or behaviour; and a clear date for review.

Plans will take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff training needs should be identified and addressed.

Parents/carers will be involved at every stage of the process and will be given advice and support on how they can contribute to their child's progress and development at home.

Do:

The child's key worker and/or teaching assistant (supported by the class teacher) will be responsible for working with the child on a daily basis. With support from the SENDCo/SENDCo Support, they should oversee the implementation of the interventions or programmes agreed as part of SEND support.

The SENDCo/SENDCo Support will support the practitioners involved in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review:

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The SENDCo and the child's parents/carers will meet to evaluate the impact of the support received. The child's views will also be considered. Changes to the outcomes and support will be agreed, in light of the child's progress and development. Parents will be given clear information about the impact of the support provided and will be involved in planning next steps. At each stage, parents will be given the opportunity to engage with the setting and contribute their insights to assessment and planning. Intended outcomes will be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

The SENDCo/SENDCo Support will co-ordinate and lead this process, ensuring that the cycle of action is revisited regularly to identify the best way of securing good progress. The SENDCo/SENDCo Support will support individual practitioners and will ensure that the Nursery team are informed by EYFS materials, the Early Years outcome guidance and Early Support resources.

SEND Support Provision Plans

Most children with special educational needs and disabilities can have their needs met by us in nursery school through an Early Support Plan, using the systems outlined above. If more support is required and we feel additional support will be needed when a child transitions into primary school, we may develop a SEND Support Provision Plan.

A 'SEND Support Provision Plans' (SSPP) is a document developed by Birmingham Local Authority for schools and settings to use. Schools and settings do not have to use these documents but they are particularly useful for demonstrating the provision being put in place for children and young people where their needs are complex and require multi-agency involvement, but where the provision does not require an EHCP in order to support delivery within a mainstream setting.

The SSPPs are designed in a way that schools and settings, in partnership with parents/carers, are able to build up a picture of need and provision over time. Schools and settings must involve parents/carers in the planning of provision.

SSPPs must be reviewed regularly as per the Code of Practice for SEND (2015). These reviews must include parents/carers and should also include any relevant SEND support services involved with the child or young person.

SEND Support Provision Plans are also used by the Local Authority as the mechanism by which mainstream settings can apply for additional 'top up' funding for pupils who DO NOT have an EHCP but where their funding profile indicates that the funding required to commit to meet the child's need is above the amount of funding the school gets within their own budget. The SSPP also includes a section for the school or setting to detail what the additional funding would be used for.

If a school is using the plan to request additional funding, then signed parental permission must be gained and there must be a Local Authority SEND Support service representative involved in the writing and reviewing of the plan.

For more information about SEND Support Provision Plans

https://www.localofferbirmingham.co.uk/send_support_services_menu/send-supportprovision-plan-sspp/2021

Education, Health and Care Plans

On some occasions, despite the nursery school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the SENDCo/SENDCo Support may need to request an Education Health Care Plan because the child has not made the expected progress and/or requires additional support.

If the school or parents feel that an EHCP is required, the SENDCo/SENDCo Support will arrange a 'Team Around the Child' (TAC meeting) and prepare an EHCP Request, which includes reports from outside agencies and information from the school and parents/carers. If parents and professionals agree that the information in the TAC report meets the EHCP criteria, then a request is made to SENAR.

If SENAR decides that there is sufficient need for statutory assessment, further evidence will be collected by the school. The SENDCo/SENDCo Support, in consultation with staff, parents/carers and outside specialists will write a further report, considering the child's needs now and in the future. A meeting with the child's parents/carers, SENDCo/SENDCo Support and outside agencies will be held to review the draft EHCP; a Principle Officer from SENAR may also attend. If all parties agree that the information in the draft EHCP is correct, the Final EHCP is produced.

The SENDCo will support parents/carers through every step of this process, ensuring that the views of the child and the parents/carers are heard.

For more information about Education, Health and Care Plans

https://www.localofferbirmingham.co.uk/send_support_services_menu/education-health-andcare-plan/

Local Offer

Where appropriate, we may also access Birmingham's 'Local Offer' to see what help is available. The Local Offer published by Birmingham Local Authority identifies education, health and social care services provided for children with Special Educational Needs and Disabilities.

The Local Offer can be found at

<https://www.localofferbirmingham.co.uk/>

Working with outside agencies and specialist support services Adderley Nursey School recognise that to provide a fully inclusive and supportive environment, there is a need to work with the full range of support services and external agencies. Adderley Nursery School have developed positive working relationships with many support agencies and health services where support and advice is regularly requested.

We are committed to working with others, sharing expertise, responsibility and information.

The SENDCo meets regularly with Educational Psychologist, Pupil and School Support and Communication and Autism Team Teacher designated to each school in the cluster.

Each school also works with a range of other specialist support services:

- Sensory Support Team
- Physical Difficulties Support Service
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Conductive Education
- Child development Centre practitioners
- Health visitors

- Early Support Service
- Pre School Learning Alliance

Consent is always obtained before referrals are made to outside agencies. Parents are made aware of any involvement from outside agencies and are provided with relevant information and advice. We respect everyone's right to confidentiality and will always seek permission to share information with other agencies regarding a child's needs.

Access and the Learning Environment

Adderley Nursery School staff teams each work together to adapt their own environment to meet the needs of the children who attend. Advice is sought from outside agencies, when necessary, in order to meet the needs of all individuals and staff swiftly make changes and reasonable adjustments when required.

We aim to ensure that the premises for Adderley Nursery School is accessible to both children and adults. In ensuring access for all, we consider the following: width of corridors and doors, ramps, lighting, colour schemes, furniture, sensory areas, use of space, changing/toilet facilities, accessible outdoor play space and resources that all children can use.

As part of each school's ethos, we see the environment as a tool for supporting learning and developing skills and ideas. We therefore plan the environment carefully in order to maximise learning opportunities, build confidence and facilitate independence.

An accessibility plan has been completed to address any actions identified. See the Nursery website for details of the accessibility plan.

Curriculum

Adderley Nursery School follows the Early Years Foundation Stage Curriculum, adapting and differentiating activities to ensure all children are able to access all areas of the curriculum. We ensure planning is based on assessments, observations and children's individual learning needs. We aim to remove barriers to learning by setting realistic but challenging goals.

The Statutory framework for the EYFS 2021 states, 'Practitioners must consider the individual needs, interests and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.'

Graduated Approach

Adderley Nursery School uses the graduated approach as outlined in the SEND Code of Practice (2015) for the identification of provision for children with special educational needs. Teaching children with send is a whole school approach.

Universal – quality first teaching – universal provision for all children where the class teacher/ key workers

- set high expectations which inspire, motivate and challenge pupils
- promote good progress and outcomes by pupils
- demonstrate good subject and curriculum knowledge in the early years foundation stage
- plan and teach well-structured lessons
- adapt teaching to respond to the strengths and needs of all pupils
- make accurate and productive use of assessment

- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

Targeted Intervention – Universal provision PLUS additional time limited, tailored intervention support programme to accelerate progress and enable children to work at age related expectations – not a special intervention for pupils with SEND. This is managed by the class teacher or key person and monitored and reviewed in the termly pupil progress meetings with the SENDCo/SENDCo Support.

Specialist Support– targeted individualised interventions for a small percentage of children who even with high quality teaching and support do not make progress and have been identified as having specific high level needs to fill gaps in their learning, remove barriers and accelerate progress. At this stage the child will be recorded on the SEND data base under the category SEN support. The SENDCo/SENDCo Support will seek advice and involvement from specialist support services, either in house or external that will:

- provide specialist assessments
- give advice on or provide an individualised and structures programme of support that is tailored to the specific difficulties (this may be delivered by class teacher/ key person/ SEND team or in some cases the professional themselves)

For some children, a specific main area of need plan is devised (e.g. SALT). This intervention is monitored, assessed, reviewed and discussed with the parent and the class teacher / key person in the regular parent consultation meetings (with the support from the SEND team, if required). The SENDCo/SENDCo Support and teacher monitor the intervention in termly pupil progress meetings. 'My SEN & Early Support Plan' is completed identifying all the areas of need and the agencies involved. The SENDCo/SENDCo Support is responsible to assess, plan and review the plan termly with the parents, professionals (if available) and key worker, and complete other forms of assessment if required.

If a child, despite high level of support or interventions, has made little or no progress then a request for an EHCP will be submitted to the local authority.

Resources

All pupils have access to a wide range materials and resources, differentiated where appropriate to meet the needs of individuals. Staff are involved in discussion about and the selection of appropriate materials and their most efficient use. Resources may be borrowed from specialised services where appropriate. Resources are often recommended by outside agencies and are bought by the school from the allocated budget to support individuals or groups of children.

Time is one of the most valuable resources and needs to be allocated to staff when they are involved in working with others who are supporting children with additional needs. This enables effective implementation, the development of SEND plans and parent partnerships.

Staffing

All pupils have a key person who is responsible for their care and education on a daily basis; however, it is part of our school ethos and inclusive practice that meeting the needs of children with SEND is the responsibility of all staff.

It may be appropriate for some children with SEND to have a specific support worker who will work with them on a 1:1 basis or close support basis. Some children will need this support at all times, others may require support at certain times of the day, for example, during focused learning time. The need for 1:1 support is considered on an individual basis and may be dependent on allocated funding. (ISEY, Top Up (SSPP, EHCP) funding from Birmingham City Council).

Training

Whole school/cluster training is planned based on the needs of individuals or groups of children in a particular cohort. It may also be appropriate for individual members of the staff team to have external training which is then disseminated to the whole staff team. The SENDCo/SENDCo Support leads staff meetings around SEND and inclusion. These may include discussions and planning around a particular area of need or an individual child. Governors are updated termly on the needs of the children and training received in order to meet their needs.

Medical Needs

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support children with medical conditions. Where a child requires an individual health care plan, this is developed in partnership with parents and the relevant agencies or professionals responsible for the long-term medical care of the child. We refer to statutory guidance, Supporting Children in Nursery/School with Medical Conditions (DfE, 2014 – updated August 2017). All staff attend annual medical updated training on asthma, allergies including the use of an Adrenaline Auto Injector devices and epilepsy/febrile convulsions.

Partnership with Parents

Adderley Nursery School values its close partnership with parents and it is each school's policy to involve parents in their child's education as much as possible.

This is achieved by:

- Parents/carers having access to staff informally on a daily basis
- Parents/carers having the opportunity to request a meeting with members of staff
- Parents/carers being invited to all meetings concerning their child and having their views recorded
- Parents/carers being invited into school when support from outside agencies is received
- Parents/carers being invited to open afternoons to discuss their child's progress and development
- Parents/carers having access to children's records and learning journals
- Parents/carers being invited to workshops
- Parents/carers being made welcome and understanding that we have an open-door policy
- Parents/carers having access to a noticeboard in nursery providing information on support services and voluntary organisations as well as a dedicated area on our website and regular updates on social media

The success of our Inclusion and SEND Policy is based on the staff teams at Adderley Nursery School working together to meet the aims set out in the policy. Whole school and cluster development, training and discussion will inform changes in our practice that may impact on the policy and it is therefore, a working document that may change over time, may be influenced by staff, advice from our partners and outside agencies, and advice and feedback from parents.

Our Inclusion and Special Educational Needs Policy will be reviewed annually and up dated, considering current legislation and guidance.

Other relevant policies and documents

- Accessibility Plan
- Child Protection and Safeguarding Policy
- Information Sharing Policy
- Behaviour Policy

- Equal Opportunities Policy
- Adderley Nursery School SEND Information Report
- Children and Families Act 2014
- SEND Code of Practice 2015
- Equality Act 2010
- Keeping Children Safe in Education 2024
- Working Together to Safeguard Children 2024
- The Statutory Framework for the Early Years Foundation Stage 2021