



PRE-SCHOOL INCLUSION/SEND POLICY

Statement on Intent

Giggleswick Pre-school is committed to the integration of children with additional needs. Our policy and belief within the setting is that all children have the right to be educated and to experience and develop their full potential alongside each other, if the setting can meet their individual needs.

All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities, gender or ability should have the opportunity to experience a challenging and enjoyable programme of learning and development.

(Ref. Statutory Framework for the Early Years Foundation Stage – September 2014 / Special Educational Needs and Disability code of practice: 0 to 25 years – June 2014 / Early Years: guide to the 0 to 25 SEND code of practice – September 2014)

The **Special Educational Needs Co-ordinator (SENCo)** for the Pre-school is [Mr Carl Shuttleworth](#), and from Reception to Year 6, [Ms Gail Sismey](#)

The **Local Authorities Early Years Consultant**, [Mr John Banks](#) and [Ms Clare Leonard](#), **Inclusion Advisor** are available for support and advice.

The Early Years SENCo's role is:

- To work in partnership with parents/carers. Parents/carers will be consulted and parental permission will be sought at every stage about any action taken to help their child and the outcome of this action. Parents/carers will be kept up to date at all times.
- To be the first point of contact with other professionals regarding any special need issue i.e.: Health visitors, Speech and Language Therapists.
- To assist and support Key Workers and other members of staff and share information gained from training courses
- To facilitate opportunity for staff to raise any child they are concerned about i.e. where a child appears to be behind expected levels, or where a child's progress gives cause for concern.
- To keep and maintain a list of pupils who are being monitored, as a result of practitioner concern, or children who are needing SEN support
- Put into place Individual Learning Programmes (ILPP's) / Education Health Care Plans (EHCP) and regularly update where appropriate.
- Attend LA SENCo Network meetings

Aims

- To recognise any additional needs a child may have
- Ensure all staff are aware of the requirements of Early Years as set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years – June 2014.
- Work closely with staff to make sure effective systems are in place
- To encourage adults and children to have a positive self image
- To assess each child's specific needs and adapt our facilities where possible as appropriate
- To ensure that all children are treated as equals and are encouraged to take part in every aspect provided by the setting
- To promote positive images of those with additional needs wherever possible
- To ensure that all staff have access to specific training and information relevant to individual children's needs
- To ensure that all staff are aware of individual additional needs and the importance of working together to put the policy into practice
- To enable children who are able to have the opportunity to further their skills/knowledge

Supporting Children

The setting and all the staff within the Pre-school are committed to promoting the following: -

- To encourage positive role models, displayed through toys, imaginary play and activities that promote non-stereotyped images.
- To challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds as specified in the Statement of Intent.
- To encourage children to join in activities i.e.: imaginative role-play, physical activities etc. Resources will be adapted as appropriate to meet individual needs
- To regularly review child-care practice to ensure the policy is effective, in doing this the staff will be able to create opportunities to allow children to explore, acknowledge and value similarities and differences between themselves and others
- To acknowledge the diversity of religious practice, customs and festivals and to endeavour to include these in the curriculum wherever possible.

Supporting Children with English as Additional Language/Dual Language

Giggleswick Pre-school is committed to providing good quality care for all children encouraging overall language development and the learning of English in particular. We will always do our utmost to provide support and guidance for children, parents/carers and staff who either speak a different language or who have dual language. For children whose first language is not English, or who have a dual language background, we will work with parents and carers as partners in order to provide a supportive environment for the child. We will develop strategies to help the child to develop their English, but also help to maintain and develop any other languages the child may use as far as we can.

We would use the following methods:

- We would ensure that the child is given time and space to express themselves and communicate English.
- We would plan activities for the whole group which would help the child to develop their spoken English.
- We would work in partnership with parent/carers to assist us with key words in the child's first language and use this as a learning opportunity for all children within the group. Resources within the wider school may be tapped into e.g. specialist linguists (French, German, Spanish, Russian, Chinese etc)
- We would ask for guidance from parents/carers as to any celebrations, or customs we could incorporate into our planning or daily routine to help the child feel more settled and accepted.
- Use of non-verbal prompts i.e. gesture, visual prompt cards, Makaton.

We always do our best to provide a range of experiences and activities to help all children develop their confidence in language, both in group activities and on a one to one basis. Whether or not we have any children attending from different cultures, we will always try to promote positive images and information about other cultures and languages around the world and in our own community.

We plan our Curriculum to include children with SEN as follows: -

Each child's needs are unique and therefore any attempt to categorise children is inappropriate. The children within the setting will be treated as individuals and will be offered a wide and balanced curriculum. We make reference to Early Years Outcomes. This includes the seven areas of learning and development;

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We also acknowledge the fundamental importance of developing children's Characteristics of Effective Learning.

We are committed to working alongside parents/carers in the provision for their child's individual needs to enable us to help them to develop to their full potential. Parents are asked to advise staff

on routines or special exercises to enable continuity throughout the day. The Pre-school is committed to working with any child who has a disability to enable the child to make full use of the schools' facilities. We will ensure each child is encouraged to participate in every aspect of activities, e.g. movement and music, nursery outings, garden and outdoor play and other messy and creative activities.

Key persons will ensure information is shared between settings where a child attends more than one provider.

When a child moves from the Pre-school all information will be passed on to the child's next key person. This may be within the setting (i.e. from Pre-school to Reception), or elsewhere (local primaries)

For further information see GJS Transition Policy.

Identification

At Giggleswick Pre-school we have regard for the SEN Code of Practice. The Area SENCo for North Yorkshire County Council is available to advise the setting SENCo/setting staff. The setting observes children and assesses their learning and development using EYFS. The child's key person will track the child's development using the settings tracking system. Staff will have the opportunity to raise, at the weekly meeting, children they are concerned about. The child's individual learning journey will be referred to during these discussions to identify areas of need (where a child appears to be behind expected levels, or where a child's progress gives cause for concern).

Discussion about a child's development will take place at the termly **parent/practitioner meetings** offered to all parents. Staff may ask to see parents regarding their child's development if they are concerned.

It may be agreed by staff that a child will be 'monitored'. This may or may not result in action being taken as general differentiated support may enable the child to progress and get back on track. Other assessment tools may be used in addition to provide a clear picture of where the child is at and set SMART targets (CAN-DO/ECaT tracker).

Plan, Do, Review

Where, following discussion and consultation of assessment documentation, it is decided SEN support is required a PLAN, DO, REVIEW approach to support will be implemented.

PLAN – After notifying the parents the child's key person and the SENCo should agree, in consultation with parents 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 i.e. what they like to play with. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home. A Education Health Care Plan (EHCP) or Individual Learning and Provision Plan (ILPP) used (see SEND file). Parents and Practitioners will sign the EHCP/ILPP, agreeing an appropriate review date.

DO – The child’s key person will be responsible for overseeing the implementation of the interventions or programmes agreed as part of the support. The SENCo will support all practitioners with implementation of support and assessment of effectiveness of the support provided.

REVIEW – Effectiveness of the support and the impact on the child’s progress will be reviewed in line with the agreed date, as stated on the child’s EHCP/ILPP. This will be carried out by the practitioner, SENCo and the parents of the child. The child’s view will also be taken into account. Any changes to the outcomes and support should be agreed and stated on the next EHCP/ILPP. Parents will be given copies of EHCP/ILPP.

Individual Learning and Provision Plan

The ILPP will include

- CHILD FOCUS – The ILPP will start positively with the unique child. **What strengths** the child has, **interests** and **motivations**. The family context and the **areas of need** will be identified. This may include the child’s voice.
- ADULTS AND SETTING – Positive relationships – Who is helping, when and where.
- The name of the person who will be implementing the programme
- **Specific** short-term targets that are **measureable**, **achievable** and **realistic** within a given **time** scale (**SMART**)
- Teaching strategies and provision that is ‘additional to’ or ‘different from’ the differentiated curriculum
- ILPP review date and outcome of action that is taken

All Pre-school (and specialist staff working in the Pre-school) staff are aware of the content and use the ILPP as a working document. We will ensure. that they have relevant training and knowledge to do so. Parents are always involved in writing outcomes of the ILPP and the setting of new targets. Parents are expected to attend review meetings. An ILPP should be reviewed termly or possibly more frequently for some children.

Educational Health Care Plan

Despite targeted support where a child has not made expected progress, the setting will consider requesting an Education Health Care Plan. The SENCo may seek advice from the LA Area SENCo. The setting will implement the Plan, Do, Review cycle ensuring the targets set on the EHCP are worked towards and supported.

The setting will work closely with the local authority to facilitate a review of the plan as a minimum every twelve months.

Transition

When children join our setting we will gather as much information (including all we can from parents and, if applicable, their previous setting.) This will form part of their transition baseline and will be recorded on the Baseline document.

Information regarding children who are identified by the setting and who have received additional input will be passed on to the appropriate staff in line with the settings transition policy. All documentation including ILPP's will be discussed and passed on to the receiving staff.

Working together with outside agencies

The setting has established close links with other professionals from education, health and social care. If it is felt that other professionals may be able to offer specialist support to the child and in turn the setting, the SENCo will contact the service and in conjunction with the child's key person, and with parental permission make a referral.

The local Children's Centre is also useful in signposting services that may be able to offer support. The Area SENCo/EY Advisor for SEND and Vulnerability may also act as a means of signposting.

Funding

Applications for funding to facilitate support and resources from the local authority for children may be made. This may include Element 2 and 3 funding or Early Years Pupil Premium. Information regarding applications can be found in the SEND file. Ms Gail Sismey has undertaken CAN-DO training (Comprehensive Assessment of Need).

Looked After Children (LAC)

All LAC must have a Personal Education Plan (PEP). [Mr Carl Shuttleworth](#) is the LAC designated teacher. The setting will work closely with carers and other agencies to implement a PEP.

Local Offer

Please refer to Giggleswick Pre-school Local Offer

Disability Policy & Access Plan

Please refer to Giggleswick School SEND Policy

Complaints

Should anyone have any concerns or complaints about SEND provision, they can refer to the SENCo, the Headmaster or, in extreme cases, to the Governors. The school's normal complaints procedures apply.

Governor

The annual Academic Governor's Report will inform Governors of the children's progress and activity during the school year regarding SEND. This is produced by the Junior School's Learning Support Co-ordinator.

Documentation

- All documentation e.g. ILP formats/Advisory Teacher Referral Form can be found on GJS Staff SharePoint/EYFS/SEND.
- Special Educational Needs & Disability Code of Practice:0 to 25 years (Sept 2014)
- Early Years Outcomes (September 2013)
- Early Years: Guide to the 0-25 SEND code of practice (September 2014)
- Early Years (Nursery) SEND files
- Keeping Children Safe in Education (Sept 2018)
- Local Offer

USEFUL CONTACTS

External Service/Contact Name	Contact Details
John Banks	07969102946
SALT – Settle Health Centre	01729 822205
Parent Support Advisor (NCCC)	01609 533990/07976989192
Senior Early Years Educational Psychologist Dr Lynn Turner	lynn.turner@northyorks.gov.uk
Inclusion Funding Administration	InclusionFund@northyorks.gov.uk
SALT – Debby Marshall / Hannah Douglas	01756 701708
Health Visitor – Settle Health Centre Margret Egan/Kate Wild	01729 822205
Access and Inclusion Administrator County Hall Northallerton North Yorkshire DL7 8AE	01609 535744
Children's Development Centre (CDC) Airedale General Hospital	01535 292821

Reviewed by: C B Shuttleworth, Nursery Manager
 Review period: Annual
 Updated: April 2019
 Next review date: April 2020