**September 2016**

**St Philip’s Marsh Nursery School and Barton Hill Children’s Centre**

**Inclusion Policy**

**Rationale**

* St Philip’s Marsh Nursery School and Barton Hill Children’s Centre is committed to providing an appropriate and high quality education to all the children who attend. We believe that all children, including those identified as having ‘special educational needs’ 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 all children should be equalled valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.
* We believe that educational inclusion is about equal opportunities for all learners and we pay particular attention to the provision for and the achievement of different groups of learners:
	+ Learners with ‘special educational needs’.
	+ Learners who are disabled.
	+ Those who are gifted and talented.
* We aim to meet the needs of children who experience ‘barriers to learning’ which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience at school.
* We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning and we recognise that these may be long or short term.
* At St Philip’s Marsh Nursery School and Barton Hill Children’s Centre we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.
* St Philip’s Marsh Nursery School and Barton Hill Children’s Centre sees the inclusion of children identified as having ‘special educational needs’ as an equal opportunities issue, and we will aim to model inclusion in other policies which involve staff, parents/carers and the community.
* The SEN Co-ordinator is Miss Denise Draper who is also the Deputy Headteacher.
* The SEN Governor is Ms Joanne Gray.

**Objectives**

* To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the School.
* To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children labelled as having ‘special education needs’.
* To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
* To provide full access to the curriculum through differentiated planning by class teachers, SENCO and support staff as appropriate.
* To provide specific input, matched to individual needs, for those pupils recorded as having SEN Support.
* To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
* To involve parents/carers at every stage in plans to meet their child’s additional needs.
* To involve the children themselves in planning and decision making that may affect them.

**Procedures**

* The St Philip’s Marsh Nursery School has an SEN Register. This register is regularly updated by the SENCO and shared with practitioners.
* Staff will record any concerns about the children during their first term. They will also record any planned action. The child’s progress will be monitored. The concerns will be shared with parents and an individual pupil notes form completed. The SENCO may also complete an observation if appropriate.
* If concerns cease, the child will be recorded as no further action.
* If there has been little or no progress, or the child needs additional support, arrangements for supporting children with SEN in early years settings (Bristol City Council) will be followed (see attached flow diagram).
* In consultation with parents and practitioners, we devise interventions that are additional to or different from those provided as part of the usual curriculum and strategies and an individual education plan is prepared and shared. This is classed as SEN Support.
* Involvement of external support services who advise on new IEPs and targets and provide specialist assessments and give advice. Full consultation with parents, SENCO, practitioners.
* Children who require additional support beyond what the school can provide will have an Education, Health and Care Support Plan (non-statutory) which is compiled by SENCO, parents, class teacher, key person, support staff and any outside agencies. This will be completed along with a BUDs application form and an individual provision plan. This paperwork will be submitted to the Early Years SEN panel to apply for additional funding to support the child’s needs by increasing the adult to child ratio. Panel meets monthly and all paperwork has to be submitted at least 7 days prior to the meeting.
* Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.
* Progress of children on the SEN register is reviewed every 6 – 8 weeks.
* For a child who is not making progress, despite SEN Support, we may request the LA to make an assessment of the child’s needs through an statutory Education Health and Care Plan (EHCP).
* At review meetings with parents/carers, we try to ensure that the child’s strengths as well as needs are discussed. We sometimes make suggestions as to how parents/carers can help at home. All IEPs and EHCPs will be copied and shared with parents.
* We will establish a liaison with the receiving infant school to ease transition, share concerns, strategies, progress, records of achievement and class teacher/SENCO of receiving school will be invited a to a transfer meeting.

**Access to the Environment**

* Details of our plans and targets on improving environmental access are contained in the School’s Equality Plan (see Single Equality Policy).

**Access to learning and the curriculum**

* We will ensure that all children have access to a ‘balanced and broad’ curriculum.
* Learning opportunities will be interesting and effectively differentiated and teaching styles will be diverse.
* Differentiation is apparent in planning. Learning intentions are explicit – activities may be adapted as appropriate.
* Details of our plans for increasing access to the curriculum are contained in our Equality Plan.

**Access to information**

* Details of our plan to improve access to information are contained in the School’s Equality Plan.
* SEN Core offer is available on the Nursery School website.

**Admission**

* Children with additional educational needs are considered for admission to the School on the same basis as children without additional educational needs. See the School’s Admission Policy.

**Arrangements for supporting children with Special Educational Needs in early years settings**

Child is identified as needing additional support within early years setting

Sen implemented

**Statutory Assessment Request to Statutory SEN Panel**

**Specialist Provision Reception Year**

Evidence re:.provision to allocate Top up

Evidence re. provision to allocate Direct Funding

No additional funding implications SAPE

Direct Funding

Top up Funding

Children at EYAPE funding allocated through School SAPE

Referral to Early Years SEN Panel for additional funding at:

* EYAPE
* Top up
* Direct

**Nursery Class within a Primary School**

**Early Years Setting**

**Child’s Review**

**Annual Review Form completed**

**Early Years Special Educational Needs Panel**

**Mainstream Setting Reception Year**