|  |  |
| --- | --- |
| **St Philip’s Marsh Nursery School/Cashmore Early Years Centre/Barton Hill Children’s Centre****Inclusion Policy** |  |

**Review**

|  |  |  |  |
| --- | --- | --- | --- |
| **Review Cycle** | **Date of Current Policy** | **Author(s) of Current policy**  | **Review Date** |
| Annual | May 2020 | S Holmes/ D Draper | May 2021 |

**Ratification**

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Name** | **Signature** | **Date** |
| **Chair of Governors** | Enza Phillips |  |  |
| **Head Teacher** | Simon Holmes |  |  |

**Rationale**

* St Philip’s Marsh Nursery School and Barton Hill Children’s Centre/Cashmore Early Years Centre is committed to providing high-quality education, where all children are welcome and equally valued, free from prejudice and discrimination, and can flourish and feel safe.
* We believe that all children, including those identified as having ‘special educational needs’ have the right to access a broad and balanced curriculum, and to be fully included in all aspects of school life.
* We believe that educational inclusion is about equal opportunities for all learners. We pay particular attention to the provision for and achievement of children who face ‘barriers to learning’, including:
	+ Learners with ‘special educational needs’, including sensory or physical impairment, learning difficulties or social and emotional difficulties.
	+ Learners who are disabled.
	+ Learners who are gifted and talented.
* 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.
* We aim to identify these needs as they arise and provide teaching and learning interventions which enable every child to achieve his or her full potential.
* The SEN Co-ordinator is Miss Denise Draper who is also the Deputy Headteacher.
* The SEN Governors are Mary Hodges and Amran Arab.

**Objectives**

* To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the School.
* To eliminate prejudice and discrimination against children with ‘special educational needs’ and promote inclusive practice and equal opportunities.
* 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, including specific, individualised input for those recorded as having SEN Support.
* To ensure that pupils with SEN are seen positively by all members of the school community, and that SEN and inclusive provision is valued and accessed by staff and parents/carers.
* To involve parents/carers at every planning stage to meet their child’s additional needs.
* To involve the children themselves in planning and decision making that may affect them.

**Partnership with Parents/Carers**

* We recognise that parents/carers know their children best, and will consider their valuable insights and views to help us to fully understand their child’s needs.
* **Parents/carers will be involved at all stages of the education planning and decision-making process.** An appointment will be made by the SENCO to meet all parents/carers whose children are recorded as having additional needs.

**Procedures – Graduated Response**

* St Philip’s Marsh Nursery School and Cashmore Early Years Centre has a SEN Register. This register is regularly updated by the SENCO and shared with practitioners.
* Staff will record any concerns about children during their first term, including any planned action, and share this with parents/carers. The child’s progress will be monitored. An individual pupil notes form will be completed and the SENCO may also complete an observation, if appropriate.
* If concerns cease, the child will be recorded as needing 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 Appendix A).
* We will work with parents to devise interventions that are additional to or different from those provided as part of the usual curriculum, and an individual education plan (IEP) will be prepared and shared. This is classed as SEN Support.
* We may involve external support services, who can advise on new IEP targets, provide specialist assessments and give advice, in full consultation with parents, SENCO, and practitioners.
* Children who require additional support, beyond what the school can provide, will have a Support Plan **(non-statutory)** which is compiled by the SENCO, parents, class teacher, key person, support staff and any outside agencies. This will be completed along with a BUDs application form, risk assessment and an individual provision plan. This paperwork will be submitted to the Early Years SEN panel to apply for additional funding, enabling us 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 a **statutory** Education Health and Care Plan (EHCP). If a child and family think that a specialist provision place would better to meet their child’s needs, then an EHCP will be needed. See Appendix B for time line.
* 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, Support Plans and EHCPs will be copied and shared with parents.
* We will establish a link with the receiving infant/primary school to support transition, share concerns, strategies, progress, and records of achievement. The class teacher/SENCO of the receiving school will be invited 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 and learning intentions will be made explicit in planning, with activities 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 St Philip’s Nursery School and Cashmore Early Years Centre websites

<http://stphilipsmarshnursery.co.uk/about/special-educational-needs/>

and <http://www.cashmoreearlyyearscentre.co.uk/517-2/>

* Details regarding local offer can be found at

<https://www.bristol.gov.uk/web/bristol-local-offer>

**Admission**

* Children with additional educational needs are considered for admission to the School on the same basis as children without additional educational needs, unless the child has a **statutory** EHCP. See the School’s Admission Policy.

 **Statutory timescales for EHC needs assessment and EHC plan development (Appendix A)**



**Arrangements for supporting children with Special Educational Needs in early years settings (Appendix B)**

Child is identified as needing additional support within early years setting

**Specialist Provision Reception Year**

**Panel agree EHCP**

**Little or no Progress** after 4 month review - decision to request the Local Authority carry out an EHC needs assessment to **Statutory SEN Panel**

**Progress made** after 4 month review - decision to continue with Support Plan and re-apply for funding to SEN panel as appropriate.

Referral to Early Years SEN Panel for additional funding involving parents, child, school, external agencies.

Little of no progress made. Consider referrals to appropriate outside agencies e.g. speech and language, health visitor, paediatrician.

**Progress made** decision to continue with IEP with new targets or cease support as appropriate.

6-8 week review of progress.

SEN implemented and IEP in place.

Evidence re. provision to allocate Top up

Evidence re. provision to allocate Direct Funding

No additional funding

**Mainstream Setting Reception Year**