



SEND AND INCLUSION POLICY

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

Policy reviewed by: Nick Rees – Director of Enhanced Learning

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Reviewer's Signature: 

Please note: 'Nursery' refers to Chatsworth Schools; 'parents' refers to parents, guardians and carers. This is a whole nursery policy, which also applies to the Early Years Foundation Stage.

POLICY AMENDMENT PAGE

Date	Key Amendments	Version Number	Reviewed by
22/06/2019	Revised and updated by NR	v1.3	NR/RNB
01/10/2019	New version	v2.0	NR
28/09/2020	New version	v3.0	NR
13/07/2021	Annual Review	v4.0	NR
10/06/2022	Annual Review	v5.0	NR
14/06/2023	Annual Review	v6.0	NR

Context This SEND and Inclusion Policy applies to all sections of the nursery, clubs & any after nursery care provision. This policy has been developed with the staff.

Legal Framework This SEND and Inclusion Policy is provided in accordance with the Children and Families Act 2014, as well as other legislation and associated regulations relating to children and young people with special educational needs (SEN) and disabilities (D).

These include:

1. SEND Code of Practice: 0-25 years (January 2015)
2. The Special Educational Needs and Disability Regulations 2014
3. The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans
4. The Children Act 1989
5. The Equality Act 2010
6. The Special Needs and Disability Act 2001
7. The Education Act 1996
8. Nursery policies, including the Child Protection Safeguarding Policy
9. Link to guidance on 'Changes to the law on education, health and care needs assessment and plans due to coronavirus'. 30 April 2020

Definition of SEND

The nursery considers a child as having SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them because they have:

- *Significantly greater difficulty in learning than the majority of children of the same age*
- *Have a disability, which prevents or hinders them from making use of facilities provided for their peer group in mainstream nurseries.*

Needs can be categorised in four key areas, as detailed in the SEND Code of Practice 2015:

1. Communication and Interaction, autistic spectrum and language disorders
2. Cognition and Learning dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay
3. Social, Emotional and Mental Health Difficulties, ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties
4. Sensory and/or Physical Needs, hearing or vision impaired

Some children may have difficulties in more than one of these four categories. The nursery aims to:

- *Work closely with parents and children to take into account their views and aspirations and the families' experience of, and hopes for their child.*
- *Invite families to be involved at every stage of planning and reviewing of the SEND provision for their child.*
- *Ensure that children benefit from 'Quality First Teaching': teachers assess, plan and teach all children to allow them to progress their learning. The nursery implements focused interventions to target particular skills.*

- *Have high expectations for all children.*

A child doesn't have SEND because they are taught in a language different to the one used at home. The nursery may recommend that child's whose first language is not English, receive support in English as an Additional Language (refer to the EAL policy).

Objectives These objectives are in conjunction with the aims and objectives of the nursery:

- Help every child realise their potential and optimise self-esteem by providing access to a broad, inclusive and relevant curriculum, which is differentiated to meet individual needs.
- Early identification, assessment and provision for any child who may have SEND
- Maintain child records detailing individual needs, interventions and progress
- All staff involved in identifying SEND children and to take responsibility for recognising and addressing their individual needs
- Make information available to staff for their planning regarding children' SEND
- Regular INSET for staff in specific aspects of meeting the needs of children with SEND
- The whole nursery community to demonstrate a positive attitude towards SEND
- An effective parent partnership with a joint learning approach at home and at nursery
- Links with relevant nurseries, organisations and outside agencies
- Links with the nurseries' governing body, in the development and monitoring of SEND

Roles and Responsibilities

The Manager has responsibility for:

- Day-to-day management of all aspects of the nursery's work, including provision for children with SEND
- Informing the Governing body of SEND issues

The Head teacher will work closely with the SEND Team and the Governor with responsibility for SEND.

The SENDCO has responsibility for:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating provision for SEND children and reporting on progress
- Advising on the graduated approach to providing SEND support – **Assess, Plan, Do, Review**
- Monitoring relevant SEND continuous professional development for staff
- Managing the SEND team
- Overseeing and updating the records of children with SEND
- Liaising with parents/carers of children with SEND

- Contributing to INSET
- A point of contact for external agencies
- Liaising with other nurseries, educational psychologists, health and social care professionals
- Liaising with next providers of education, inform children and their parents/carers about options and plan for a smooth transition
- Monitoring the impact of interventions provided for children with SEND
 - Lead on the development of quality SEND provision as part of the nursery improvement plan
 - Monitor and arrange Access Arrangements for children
 - Working with the Head teacher and nursery governors to ensure that the nursery meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and Access arrangements

The Teaching and Non-Teaching Staff have responsibility for:

- Reading the nursery's SEND and Inclusion Policy and understanding the procedures for identifying, assessing and provision for children with SEND
- Provide quality teaching, differentiated for individual children. This includes reviewing and developing, understanding of strategies to identify and support SEND children and their knowledge of the most common SEND needs
- Responsible for setting learning challenges and facilitating SEND provision in response to children's diverse needs to remove potential barriers to learning. This includes working with the SEND team to analyse children's needs using teacher assessment and experience of the child as well as previous progress and attainment

Nursery Admissions The nursery is committed to inclusivity, irrespective of SEND. However, children should have the ability and aptitude to access an academic curriculum. Children with SEND may be accepted provided that the appropriate resources and facilities are available. As part of the admissions process:

- Parents must disclose any known or suspected circumstances relating to their child's health, development, allergies, disabilities, and learning difficulties. The nursery reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances
- Admission is based on the taster days, screening of academic potential and paperwork that outline the child's academic and social needs. SEND children will be offered reasonable adjustments according to the regulations set out by the Joint Council for Qualifications (JCQ)

Identification

The SENDCO, or delegated member of staff will liaise with a child's previous nursery, where possible, where children have been identified as having SEND. During their first term at the nursery, children with or without SEND are monitored by teaching staff and the SEND Team to identify need and any provision. Early identification of a child's SEND is essential if progress is to be maintained or enhanced. Parents should inform staff to any concerns as children may mask difficulties.

The nursery will continue to monitor child progress in order to identify any future SEND needs.

Staff report any concerns regarding child's ability to learn to the child's Teacher and the SENDCO. The SENDCO may assess a child to help identification. Results will be shared with parents and a plan for support discussed.

Concerns expressed by parents will be acknowledged by the Teacher, Head or SENDCO. The SENDCO will decide whether an assessment is required. Results from any assessment will be shared with parents and Teachers.

Parents should always liaise with the nursery prior to having an external assessment completed; not doing so could invalidate the assessment. External assessments are taken as advisory and will be used to inform the nursery's knowledge of a child.

Children identified as SEND will be added to the Nursery's SEND Register. The SEND Register will be shared with all staff (teaching and non-teaching) so that the child's need is recognised and addressed. The SEND Register will include the following information:

Name, stage on the SEND Code of Practice (Sept 2014), need type, description and any provision.

Level 1: MONITORING/CONCERN – class teacher raises concerns by completing a record of concern. Children tracked using the nursery's assessment tracking system. Children are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised test. The child is not recorded on the SEND Register.

Level 2: IN CLASS SUPPORT - children have an identified need, which may have been diagnosed by a specialist. Children are supported in class by their class/subject teacher through differentiation. Staff may ask for additional advice from the Learning Support Department. The Child will be recorded on the nursery SEND Register as a record of concern.

Level 3: SEND INTERVENTION - children have an identified need, which may have been diagnosed by a specialist that requires different or additional provision to that available to their peer group. They are supported by their class teacher as well the Learning Support Department. They will be on the nursery SEND Register and will have a child profile document.

Level 4: Education, Health and Care Plan (EHCP) – the child has an EHCP and will be included on the SEND Register.

It is our aim that relevant SEND data is stored using iSAMS in the nursery. A coloured flag will indicate the level; L1 blue, L2 grey, L3 yellow, L4 red.

Support for children with an EHCP

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan. An EHC assessment would be carried out in conjunction with the Local Authority where the current levels of support and intervention are not leading to improved progress for the child and where further support might be needed to ensure the needs of an individual child are fully met. If the nursery has a registered child with an EHCP, it will in work accordance with the targets and strategies in the plan, will convene an annual review of the plan with the parents and a LA representative, and will submit an annual account to the LA to show how any LA funding has been allocated.

Current additional EHCP support includes specialist speech, language and communication support, additional support for children with physical difficulties to access the full curriculum, emotional and social support for

children where this is impacting on their learning and additional support with cognition and learning to ensure that the pace and level of learning meets the needs of the child.

Provision

All staff are teachers of SEND children and plan the curriculum to meet the learning needs of all children with quality first teaching. Teachers and support staff follow procedures for identification and assessment of SEND, following a graduated response as outlined in the Code of Practice with the four part cycle of Assess, Plan, Do, Review.

If a child continues to make less than expected progress the SENDCO may re/assess the child. The assessment results will indicate further support, which may include:

- Further differentiation in the classroom
- Access to specific resources
- Pastoral support
- Additional specialist teaching
- Referral to external specialists where appropriate

The nursery can identify SEND, provide learning support but does not diagnose unless appropriate specialists are employed by the nursery. Parents are advised to contact their GP if they think their child may have an underlying medical condition or SEND. They may also contact external agencies for an assessment with support from the nursery.

Social, Emotional & Mental Health Needs

Emotional literacy is part of child development and wellbeing. Poor behaviour is not classified as SEND. If a child shows consistent unwanted behaviours, the class/form teacher will assess the child's needs, taking into account family circumstances and the child's history. If the child's behaviour is in response to trauma or to home-based experiences e.g. bereavement, parental separation the nursery may refer to outside agencies to support the family and child. If parents and nursery are concerned that the child may have mental health needs, parents should ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services), or the nursery may make a referral through an Educational Psychologist.

Access Arrangements

Access Arrangements can be used by SEND children if their performance may be impaired in assessment situations. Examples of the type of Access Arrangement that can be granted are:

- Additional time allowance and/or rest breaks
- Use of a reader
- A scribe
- Specially adapted papers (enlarged script / Braille)

- Text to speech / speech to text technology
- Laptop / Word Processor due to slow and/or illegible handwriting

A word processor cannot be granted to a candidate because they prefer to type rather than write or can work faster on a keyboard, or because they use a laptop at home.

Joint Council for Qualifications (JCQ Exam Board) The criteria for extra time are that the child must have at least one below average standardised score of 84 or less which relates to an assessment of:

- Speed of reading
- Speed of reading comprehension
- Speed of writing
- Cognitive processing measures, which have a substantial, and long-term adverse effect on the speed of working (working memory or phonological processing).

In exceptional circumstances extra time of up to 25% may be awarded to a child where the assessment confirms that the child has at least two low average standardised scores (85-89) relating to speed of processing.

Any application for Access Arrangements will require supporting evidence/information. A learning difficulty in itself does not justify an Access Arrangement, and evidence has to be submitted to prove that the difficulty would unfairly impair the child's performance while being assessed.

Where evidence suggests that an Access Arrangement would be unjustified, the Nursery reserves the right not to submit a request. The exam boards have strict criteria to adhere to when requesting Access Arrangements and evidence and recommendations must be provided by specific professionals holding qualifications to do so for example: Educational Psychologists, Occupational Therapists, Specialist Teachers holding qualifications recognised by JCQ whom must seek advice from the nursery in order to complete any assessment.

The nursery must collate on-going evidence of need to compliment any assessment. The Nursery's Examinations Officer in liaison with the SENDCO will coordinate the Access Arrangements procedure.

Head of Departments and Head of Years may refer children to the SENDCO for assessment for Access Arrangements. Evidence must be submitted to the examination boards well in advance of the final exam.

Children eligible for Access Arrangements should have the opportunity to pilot them prior to the public examinations. JCQ recommend that most Access Arrangements should be in place at the beginning of the course being followed. It is important that teachers, children and parents highlight difficulties early on to enable the nursery to follow the correct protocol. Children must sign a data protection form to confirm that their information can be shared with a third party for this purpose.

Access to Extra Curricular Activities

The nursery ensures that every child can access all activities and trips. The nursery will make reasonable adaptations. The main concern is for the safety and wellbeing of all children. If it is considered unsafe for a child to take part in a specific activity this will be discussed with the child's parents. Children are not excluded from a trip because of SEND or medical needs.

Transition Arrangements

During the summer term teachers arrange a comprehensive transition programme, which includes visits for the children at different times of the nursery day.

Children entering the nursery from other nurseries during the year are given a tour of the nursery, experience a taster day meeting key staff, and a parents guide to the nursery is provided. Children are assigned a 'buddy' who will familiarise the prospective child with routines and the nursery site.

Where appropriate, on transition to Senior Nursery, curriculum activities are planned to prepare children for the impact of change. Children with SEND or attachment needs may require additional transition visits in small groups or individually or additional resources to support the transition e.g. photographs of key staff and places, letters from the teacher, transition items e.g. a soft toy. Additional transition arrangements may be made e.g. extra visits, travel training etc.

Partnership with Parents

The knowledge and first-hand experience parents have regarding their children contribute to their child's education. Parents are partners in the educational process. The SENDCO, other pastoral staff and class teachers are available to discuss parental concerns. Specialist assessments should be shared with the SEND team.

Initial enquiries about a child's progress should be addressed to the class/form teacher. Other enquiries can be addressed to:

Abby Cox – SENDCO

Mr Nick Rees – Director of Enhanced Learning, SEND Governor of Chatsworth Schools

Professional Development

The SENDCO promotes the sharing of knowledge, expertise and good practice. The department keeps up to date through continuous professional development with recent educational developments. Staff are provided opportunities to develop their knowledge of SEND.

Complaints

The nursery provides quality first teaching and pastoral care to all children. Complaints should be directed to the Class/Form Teacher or SENDCO who will treat the complaint in accordance with the nursery's Complaints Procedure, available on the nursery's website.

Evaluation of SEND and Inclusion Policy

The SENDCO reviews information on the implementation of this policy, and any updates. The nursery identified the following success criteria to evaluate the effectiveness of the policy:

- The SENDCO has termly meetings with senior management and other staff, sharing child tracking data, SEND attainment and progress, and the SEND Action Plan
- The SEND Register and any associated documentation are updated termly
- The SEND Register is up to date and accessible on iSAMS
- Concerns are followed up
- Parents are informed about concerns

- Children have their progress reviewed regularly
- Children are aware of their targets and what helps them to learn
- Teachers and support staff are aware of the child's strengths and areas of difficulty
- Teachers and support staff are aware of procedures
- Child's progress is evidenced over time
- Resources are used effectively
- SEND issues are included in staff development planning
- Teachers are aware of their responsibilities

Review This policy will be reviewed annually and updated where necessary. The review will consider the effectiveness of identification and the efficiency of record keeping, resources and provision for children with SEND.

MORE ABLE AND TALENTED

Overview

To help ensure that we recognise and support the needs of those children in our nursery who have been identified as 'and/or 'talented'. In national guidelines these children are defined under the more generalised term of 'most able' learners.

Definitions

At our nursery, the terms are outlined below:

- 'More able' refers to a child who has abilities in one or more subjects at a level significantly above the independent average, typically in the more academic subjects
- 'talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport, music or drama, or in art or design but who does not necessarily perform at a high level across all areas of learning

Aims and Objectives

Our aims are to:

1. ensure that we challenge, stimulate and extend the children through the work that we set them
2. encourage children to think and work independently

Identification

More able and talented children are identified by making a judgement based on an analysis of various sources of information including:

1. test scores from both quantitative and qualitative tests
2. teacher nomination (based on classroom observation, discussions with children, work scrutiny)
3. parental nomination / information from outside nursery
4. predicted test/ examination results

5. reading / spelling ages

- checklist of characteristics (refer to Appendix 1)

The more able and talented register is regularly reviewed and updated. It is our aim that relevant MA & T data is stored using iSAMS in the nursery.

Teaching and Learning

More able children need to meet failure. When they get everything right most of the time, the need to succeed can put excessive pressure on them; they can become intellectually idle and could fail to develop good learning strategies. Taking risks in a safe environment is essential to their continued development. Some more able children are prone to perfectionism; for them it is even more important that they understand that failure not frowned upon. It is an opportunity to learn and improve.

Interpretation

In this policy, the term “senior manager” means the Nursery Head and their designated deputies.

This policy applies to all employees in all Nurseries (save for Nurseries with their own procedure which shall prevail) and other work environments within Chatsworth Schools.

This policy applies within all companies, which are wholly owned subsidiaries of Chatsworth Schools Ltd, a company registered in England, registered number 11552579.

The registered office of all companies is Crimea Office, The Great Tew Estate, Great Tew, Chipping Norton, Oxfordshire, OX7 4AH. Any enquiries regarding the application of this policy should be addressed to the Director of Information at the above address.

This policy does not form part of any employee's contract of employment and may be amended at any time.

Appendix 1

Checklist for the Characteristics of Gifted and Able Children

No child will demonstrate all the characteristics noted, nor will a characteristic be evident all the time, but a child showing a significant number of them could have exceptional potential.

Educational:

1. Is a rapid learner, who understands advanced topics easily
2. Shows insight and fantasises about cause-effect relationships
3. Persists in completing tasks
4. Sees the problem quickly and takes the initiative
5. Learns basic skills quickly and with little practice
6. Is reluctant to practise skills already mastered, finding such practice futile
7. Follows complex directions easily
8. Constructs and handles high levels of abstraction
9. Can cope with more than one idea at a time
10. Has strong critical thinking skills and is self-critical
11. Has surprising perception and deep insight
12. Is a keen and alert observer, notes detail and is quick to see similarities and/or differences

13. Displays intellectual and physical restlessness; once encouraged, is seldom a passive learner
14. Has a remarkable range of general (or specialised) knowledge in one or more areas
15. Possesses extensive general knowledge (may know more than the teacher) and finds classroom books superficial
16. Explores wide-ranging and special interests, frequently at great depth
17. Has quick mastery and recall of information, seems to need no revision and is impatient with repetition
18. Learns to read early and retains what is read; can recall in detail
19. Has advanced understanding and use of language
20. Demonstrates a richness of imagery in informal language and brainstorming
21. Can ask unusual (even awkward) questions or make unusual contributions to class discussions
22. Asks many provocative, searching questions which tend to be unlike those asked by other children of the same age
23. Has exceptional curiosity and constantly wants to know the reasons why
24. Displays intellectual playfulness; fantasises and imagines; is quick to see connections and manipulate ideas
25. Often sees unusual, rather than conventional, relationships
26. Can produce original and imaginative work, even if defective in technical accuracy (e.g. Poor spelling and/or handwriting)
27. Mental speed is faster than writing ability, so is often reluctant to write at length
28. Prefers to talk rather than write and talks at speed with fluency and expression

Behavioural:

1. Sets very high personal standards and is a perfectionist
2. Is success-oriented and hesitates to try something where failure is possibility
3. Demonstrates a sense of humour and loves incongruities, puns and pranks
4. May be behind peers in manual dexterity, which can be a source of frustration
5. Can have a negative self-concept and suffer from poor social acceptance by age peers
6. Daydreams and seems lost in another world
7. Listens to only part of the explanation and sometimes appears to lack concentration, but always knows what is going on when questioned
8. Usually knows the answer
9. Often prefers company of older students and adults
10. When interested, becomes absorbed for long periods and may be impatient with interference or abrupt change
11. Can be stubborn in own beliefs
12. Shows sensitivity and reacts strongly to things causing distress or injustice
13. Empathises with others and often takes a leadership role
14. Very understanding and sympathetic
15. Shows unusual interest in adult problems such as important issues in current affairs (local and world), evolution, justice, the universe, etc.