

Hillfields Children's Centre and Nursery School

Inclusion Policy

Reviewed by: **Governors** Date: **Autumn 2015**

Date of next review: **Summer 2016**

Appendices included:

Appendix 1 - Individual Education Plan example

Appendix 2 - Learning Support Plan example

KEY CONTACTS FOR INCLUSION WITHIN THE SCHOOL AND CHILDREN'S CENTRE

Executive Head Teacher	Jeanette Hiatt
Head Teacher	Fiona Brinson
Children's Centre Manager	Pam O'Brien
SENCo	Amanda Khan Contact: 02476228174 akhan@hillfields.coventry.sch.uk
Nominated SEND Governor:	Lisa Hawkley

<u>Inclusion Team</u>	
SENCO	Amanda Khan
Inclusion Manager - Nursery School	Fiona Brinson
Inclusion Manager - Children's Centre	Jo Lester
SEN Family Support Worker- Children's Centre	Miriam Khalifa
SEN Support Nursery Officers - Nursery School	Amanda Fennell Amie Randle
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Introduction

Hillfields Children's Centre is committed to providing an inclusive education for all. This policy outlines the ways we meet the needs of children who experience barriers to learning, particularly in relation to the provision for specific groups of learners, including:

- Children with Special Educational Needs or Disabilities (SEND)
- Children who have English as an additional language (EAL)
- Children who are newly arrived from overseas, including refugees and asylum seekers
- Children from black and minority ethnic groups (BME)
- Children who are able, gifted or talented (A,G &T)
- Children who are looked after (LAC)
- Children with disabilities
- Children who are transient (mobile)
- Children who are infrequent attendees
- Disadvantaged children eligible for Pupil Premium Funding

Many children will face barriers to learning at some point in their school career and at Hillfields Children's Centre and Nursery School we recognise that children may fall into more than one of the groups identified above. Whilst this policy describes provision for groups of children, all interventions are based on individual pupil's needs.

Objectives of this policy

- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with barriers to learning.
- To continually monitor the progress of all children, to identify needs as they arise and to provide support at the earliest opportunity.
- To continuously develop our ways of working in order to provide the highest quality of teaching provision for all our children with the resources available.
- To identify the role and responsibilities of staff in ensuring the inclusion of children at Hillfields Children's Centre.
- To provide clear guidance for the entire centre's stakeholders regarding the implementation of the Code of Practice within the centre.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence.
- To involve parents / carers at every stage in plans to meet their child's additional needs.

SECTION 1 - Special Educational Needs or Disabilities (SEND)

This section of the policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting children at school with medical conditions April 2014
- The National Curriculum in England Key EYFS framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Definition of Special Educational Needs or Disability (SEND)

A pupil is considered to have Special Educational Needs if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group. These difficulties may be sensory, cognitive, physical, social or emotional and some students may have complex needs, which cover a range of difficulties. This policy aims to address the needs of these children.

The SEND code of practice focuses on meeting these needs in the classroom, and therefore as staff, we must accept that the responsibility for meeting the educational needs of all students in our classroom lies with us, '*All teachers are teachers of children with special educational needs*' (SEND Code of Practice pg. 44).

It is important to note that all staff members have the responsibility of meeting the needs of each individual in their learning group to the best of their ability with or without a formal assessment.

The SEND Code of Practice 2014 provides guidance on the duties of schools, local authorities and others working with children who have SEND. The Code sets out four broad areas of SEND:

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Communication and Interaction
- Sensory and/or Physical Needs

The Disability Discrimination Act 1995 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

At Hillfields Children's Centre and Nursery School it is acknowledged that the following may impact upon a child's progress and attainment, however do **NOT** solely constitute a SEND;

- Disability
- Poor Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Roles and responsibilities.

The Headteacher at Hillfields Nursery School and Hillfields Children's Centre Manager will:

- Allocate roles and responsibilities to staff so that special needs are met.
- Liaise with the SENCo, staff, support services, parents and children.
- Report to governors on the needs of children with SEND in their care.
- Delegate the organisation of review meetings to the SENCo.
- Ensure that the needs of children with SEND are met within the school and children's centre.

The SENCo at Hillfields Children's Centre and Nursery School will:

- Play a key role in delivering the strategic development of the SEND policy and provision.
- Oversee the day-to-day operation of the school and children's centre's SEND policy.

- Monitor the needs of children with SEND together with the Headteacher and teachers and Children's Centre staff.
- Assist with and advise on, the teaching and assessment of children with SEND.
- Organise annual and termly reviews children where appropriate.
- Ensure Individual Education Plans and/or Learning Support Plans are written and reviewed at least termly with class teachers, parents and the SENCo
- Meet regularly with the Headteacher to discuss individual children, resources and use of time.
- Give advice on the level of support and on appropriate resources and strategies to support learning.
- Ensure that the school's SEND register is updated regularly.
- Lead the annual review of the SEND Policy.
- Make contact with other support services in consultation with the Headteacher and class teachers.
- Report to governors as requested by the Headteacher and Children's Centre Manager.
- Work in conjunction with the teachers.
- Lead INSET on SEND in school as appropriate.
- Keep their own skills updated by reading, researching & attending INSET on SEND and appropriate related external courses.

Teachers and Senior Nursery Officers at Hillfields Nursery School and Family Support Team Leader at Hillfields Children's Centre (where applicable) will;

- Provide every child with access to a broad and balanced education. This includes planning differentiated work that is appropriately matched to learning needs and ensures progression
- Identify children experiencing difficulties using a range of evidence, for example progress data and informal observations.
- Discuss children with the SENCo and parents / carers and contribute to the planning and provision to meet identified needs.
- Produce, monitor and evaluate support plans such as Individual Education Plans and/or Learning Support Plans on at least a termly basis.
- Meet with parents of children with SEND at least 3 times per year to review provision and progress.
- Monitor the effectiveness of interventions at least termly.
- Read and share SEND information and reports with group staff.
- Create a welcoming atmosphere for parents and providing regular feedback on their child's progress through meetings at least three times a year.
- Set aspirational yet attainable targets for learning.
- Create effective learning environments in which children achievements are celebrated and independence is fostered.
- Respond flexibly to children according to their difficulties.
- Support children' learning without making them feel different or inferior to their peers.
- Enable each pupil to become an independent and confident student.

Governors at Hillfields Children's Centre and Nursery School will;

- Identify at least one governor with a responsibility in SEND
- Use their best endeavours to ensure that children' special educational needs are identified and provided for.
- Ensure that the Nursery School and Children's Centre have effective procedures for ensuring that parents/carers are informed when special provision is made for children.

Arrangements for Identification of SEND:

Identification of SEND

Teachers and Senior Nursery Officers supported by the senior leadership team, make regular assessments of progress for all children to identify those making less than expected progress given their age and individual circumstances.

If a teacher, senior nursery officer or parent has concerns about a child these concerns will be discussed in the first instance with the SENCo, who will offer advice and support, and may suggest that either further evidence of monitoring is needed over a period of time or that the child should be placed on the SEND Register and therefore receive SEND Support.

Hillfields Nursery School have adopted a '3 Wave' approach to identifying SEND support.

Wave 1 - Universal Provision

All children have an entitlement to 'Quality First Teaching' at Wave 1 and teachers are responsible for ensuring this happens. Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. Before any additional provision is considered, staff will consider what is already available to all children through differentiated work and an inclusive learning environment. Where progress is not adequate despite this being in place, it will be necessary to take some 'additional to' or 'different from' action to enable the child to learn more effectively.

SEND Support at Wave 2 - Monitoring

The triggers for intervention through SEND Support could be the teacher's or other's concerns, underpinned by evidence about a child who, despite receiving 'Quality First Teaching', including differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy and mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has a communication and/or interaction difficulty.

If there are still concerns after a period of monitoring a decision will be made, in conjunction with the SENCo about whether the child needs to go on to the SEND register at the level of SEND Support. The class teacher or Group Leader must then inform the parents about the child's needs, offering them a meeting if required.

A decision may be reached at that meeting to begin SEND Support, in which case the child's name must be entered on the SEND Register and the teacher must write an IEP detailing extra interventions and support.

This support should be fed back to parents at consultation meetings.

SEND Support at Wave 3

It is likely that a child will progress to SEND Support at Wave 3 after it becomes clear that, despite appropriate interventions at Wave 2, the pupil is failing to access the curriculum at an appropriate level. It may be that the child;

- Continues to make little or no progress in specific areas over a long period.

- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour support.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place at Wave 2 have had little or no impact on learning or progress.

At SEND Support Wave 3 external support services, both those provided by the LEA and by outside agencies, will usually see the child, in school if that is appropriate and practical, so that they can advise teachers on IEP/LSP targets and accompanying strategies.

Hillfields Children's Centre invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The SENCo and head teacher are the designated persons responsible for liaising with the following:

- Education Psychology Service
- Speech and Language Therapy
- Pre-School SEND Team
- Coventry and Interaction (including Autism) Support Services (CIASS)
- Primary Integrated Mental Health Team
- Looked After Children Team (where appropriate)
- SEND Information, Advice and Support Services. (IASS)
- Occupational Health and Physiotherapy services.
- Sensory Support Services

Representatives from other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

Progression to Education, Health and Care Plans (EHC plan):

A request for an EHC plan can be made by parents, school, health or social care. At Hillfields Nursery School, if after advice from the Educational Psychologist (EP) or other professionals, the school and parents consider that help is needed from outside the school's resources the SENCO completes the form for a Statutory Education, Health and Care Needs (EHCNA) which will be submitted to the Local Authority Panel. The panel will decide whether to proceed with Statutory Assessment. New EHC Plans have additional paperwork that involves recoding parental and child views.

If the Panel agrees to proceed with Statutory Assessment the SENCO prepares further documentation about the child, which is sent to the Special Needs department in the local authority where, in consideration with similar documents from other involved professionals, an EHC Plan is issued.

The teacher, in conjunction with the SENCO is then responsible for ensuring the objectives set out in the EHC Plan are met.

Individual Education Plans (IEPs) or Learning Support Plans (LSPs)

All children on the SEND register at SEND Support Wave 3 or with an EHC Plan must have an Individual Education Plan (IEP) or a Learning Support Plan (LSP).

IEPs/LSPs must be reviewed at least three times a year, with the parent and the child if it is appropriate to include the child. The reviews are organised by the SENCo and teachers and senior nursery officers.

If a pupil is making good progress the IEP/LSP review can be used to consider removing a child from the SEND register.

If targets have not been met and all the required support has been in place the review may be the first part of the process to move the pupil to the next level of support, for example from Wave 2 to Wave 3, or from Wave 3 to a request for EHCNA. There must be clear evidence in each area's SEND file of when IEPs have been reviewed and the outcome of that review, including which targets have been met and the new targets which have been set. This evidence is very important in supporting the pupil to make progress, but also in providing evidence of the interventions by the school in the event of a move to a request for an EHCNA.

Annual Reviews of or EHC Plans:

If a child has an EHC Plan they must be called to a review annually. The Annual Review will be chaired by the SENCO. Reports will be submitted by the Class teacher and anyone else working with the child, for example an Educational Psychologist or Speech Therapist. If there are concerns about a child's progress or behavior, then school or parents can call additional reviews to be held at any time during the year and more than one can be held in the course of a year.

High quality trained staff

Children with SEND, and their families, have a right to be supported by high quality, skilled professionals. Hillfields Children's Centre and Nursery School will support this principle through ensuring staff have access to a Professional Development Programme which directly addresses the development of expertise in SEND.

This programme will be a comprehensive and appropriate staff development programme, which addresses the skills and knowledge staff will need to fully support and teach all learners who attend the school. This will be available not only to teaching staff but also to support staff and all those involved in managing the assessment process.

Transitions

Wherever possible the SENCO will liaise with other settings in order to enable smooth transition for all children. The SENCO will work closely with Hillfields Children's Centre and Nursery School staff where children entering the nursery are already known. Home visits will be completed for all children prior to starting nursery.

As children on the SEND register progress to primary school the SENCO will liaise with the various receiving schools. This will include inviting the SENCO and/or class teacher from the primary schools to transition meetings with parents and nursery staff to share IEPs/LSPs.

Partnership with Parents/Carers

Families are the prime educators of their children. The best results are achieved where parents/carers, schools and LAs work in partnership.

In working towards this principle the school will do the following:

- Assist parents/carers in their understanding of Special Educational Needs procedures, school-based provision, and other support available for their child and additional sources of help and information, for example, voluntary organisations and childcare information services.
- Provide opportunities for mediation and discussion where necessary.
- Ensure that assessment and review processes seek and take account of the parents'/carers' and young person's views wherever possible.
- Provide clear and informative written advice for parents/carers about all aspects of the Code of Practice on the identification and assessment of young people with special educational needs and the range of different disabilities.
- Provide clear written descriptions of the support services available for young people with special educational needs within the school and the local area.
- Provide information in a variety of formats about the range of voluntary and statutory agencies, which may be able to assist parents/carers of young people with special educational needs.
- Recognise that families have valuable knowledge of their child which service providers should encourage them to share.
- Encourage families to be actively involved in relevant training/planning appropriate to their child's needs.
- Promote mutual respect as the basis for communication between the school and families. This should include sensitivity to families' needs, desires and understanding.
- Develop and promote open, honest and effective means of communication about the needs of young people who have SEND/disabilities.
- Deliver information in an appropriate and accessible form.

Monitoring and Evaluation

All teachers have day-to-day responsibilities with regard to children with special needs, and the care of such children is seen as a whole school responsibility. The SENCo is responsible for the co-ordination of provision and is responsible to the Headteacher in the first instance. Learning support provision is planned, monitored and evaluated by the SENCo working with the staff team. Other professionals including inclusion team staff and External Agencies may become involved when practicable and/or necessary.

Hillfields Nursery School will conduct regular internal reviews of SEND provision to complement the on-going monitoring and evaluation of provision and outcomes.

The SENCo will report regularly to the Headteacher and the Governing Body

Parents/carers also have a role to play though their contribution to reviews of their young people's learning, working with the school in relation to targets within their child's individual education plans.

In carrying out its responsibilities towards young people with SEND the school will;

- Keep its arrangements and provision for SEND under review
- Review the effective use of its resources
- Review and evaluate the school's arrangements for individual education planning and reviewing, including parental and Support Services involvement
- Internally monitor all SEND arrangements and curricular provision against published criteria. Such monitoring will take account of the school's Development Plan and SEND policy, the LA's SEND policy and the finance delegated under SEND arrangements.

The monitoring and evaluation of the effectiveness of provision towards meeting the additional needs of young people who have special needs covers a range of important and interrelated areas. In particular:

- Allocation and effective use of resources
- The performance of LA support services as experienced by children and staff

- The provision for children with special needs within the school including annual review of statements and individual learning plans
- Individual children's progress as measured against set targets
- Use of delegated funds.

SECTION 2 – Supporting other vulnerable groups of children

English as an Additional Language (EAL) or newly arrived to the country

Hillfields Children's Centre and Nursery School work with the Minority Group Support Service (MGSS). MGSS support the school in identifying and providing multi-lingual assistants (MLAs) to work with children in their first language.

Where appropriate, the school employs MLAs on a sessional basis. Under the direction of the head teacher and class teachers, MLAs work with children within the nursery to support their acquisition of English and also work on a one to one basis. MLAs are also used to initiate children in the routines and organisation of the nursery. Where possible, MLAs support parents, for example by attending parents' meetings, translating key letters and transferring important information from teacher to parent and vice versa.

As much as possible, all children, including newly arrived children and their families, are welcomed to the school with a home visit.

Assessment for children learning EAL and with SEND needs will be looked at using the following indicators:

- Slow work rate compared with peers and children who arrived at the same time
- Little response to intervention
- Specific weaknesses in language development and literacy skills (this includes home language difficulties)
- Poor listening and attention skills
- Parental concern
- Emotional and behavioural difficulties

Race equality

We are categorically opposed to all forms of racism and racist behaviours. At Hillfields Children's Centre and Nursery School we work hard to ensure that all languages and cultures are given equal status and respect. As such, the curriculum reflects the context of the school community and children and staff are given opportunities to celebrate diversity.

We are aware that not all conflict between children from different ethnic backgrounds is of a racist nature. However, where racist incidents do occur, staff will follow the agreed procedures:

- Act immediately to stop or prevent any incident
- Inform the head teacher or a member of the senior leadership team, who will investigate the incident further, where appropriate

The Headteacher or member of the leadership team will:

- Make a log of the incident and inform parents, including any further actions to be taken.
- Follow up the incident with the class teacher or senior nursery officer.
- Report serious incidents to the Local Authority and Governors.

Able, Gifted or Talented (AG&T)

Hillfields Children's Centre and Nursery School offers a rich and diverse curriculum to all of its children. Through this varied curriculum, children are able to demonstrate strengths in particular subjects or aspects of learning. Gifted generally refers to academic success, whereas talented describes a particular aptitude in sports or the arts. As part of the on-going assessment procedures, teachers may identify children who are performing significantly higher than their peers. Class teachers and senior nursery officers are responsible for planning provision for able, gifted or talented children. This includes providing an adequate level of challenge.

Parents are informed if their child has a particular flair in a subject and encouraged to support this further out of school.

Children eligible for Pupil Premium Funding

We will ensure that these children are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled children. Through the use of this additional funding we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been likely without it.

We will report on the effectiveness and impact of Pupil Premium Funding and publish this on our website. Please refer to this for further details on how this funding is used to support children.

Looked After Children (LAC)

When children are accommodated away from the family home, they are referred to as being looked after. It is vital that all adults who are working with looked after children are aware of the circumstances and are sensitive to the needs of the child.

A monitoring form is completed termly and discussed at meetings with Educational Psychologist and returned to the Local Authority in order to safeguard the child's educational opportunities and to ensure that they achieve.

The Inclusion Manager is also responsible for carrying out termly PEP meetings to ensure that provision is in place to ensure successful outcomes for the child.

Children with disabilities

Hillfields Children's Centre and Nursery School is a single level site. Entrance to the building is level and is wheelchair accessible.

The school works alongside the Sensory Support Service (SSS). The school receives support for children with specific hearing loss and/or visual impairments, and staff have undergone specific training to support these individuals.

Children who are transient

Hillfields Children's Centre and Nursery School staff work closely with parents /carers of children at the school to avoid mid-year transfers to other schools and settings where possible.

Where children transfer to Hillfields Children's Centre or Nursery School, a home visit and registration form are completed and the settling procedure is followed taking into account the needs of the child. During this meeting, information is sought about previous educational experiences and personal circumstances that may be relevant. The home visit is also an opportunity to discuss the school's aims and values and the desire to work in partnership with parents / carers.

Information from previous schools is sought to enable staff to plan appropriately, provide details of whether external agencies were involved with the pupil at their previous school and also to ensure any social care involvement is maintained.

Children who are infrequent attendees

Although attendance is non-statutory until the beginning of the term after a child's 5th birthday we believe setting high expectations is important and will help to set good patterns of attendance for the future. Our administration team contact families on the first day of absence to ensure that there is an appropriate reason for children not attending. Where necessary, a member of staff will also make home visits, and support with routines if this is appropriate.

Children who are excluded or at risk of exclusion

Every effort is made to find alternatives to exclusion. However, certain behaviours, particularly those that put children at risk of harm, will not be tolerated.

In the rare situation where a child is excluded from school, appropriate support from the family support team or other appropriate external agencies will be accessed.

On their return to school, children and their families must attend a meeting with the Headteacher. It may be appropriate to draw up an individual intervention plan which details the specific response to the behaviours being presented. It is the centre's policy to inform parents / carers of concerns as they occur. However, it is vital that these are balanced by news of successes and achievements.

Evaluating the success of the Inclusion Policy

- At least every year we analyse data relating to achievement and attainment, linking this specifically to the groups identified within this policy. The outcome of this analysis drives provision and interventions for the coming year.
- We report progress to Governors through the Performance and Standards committee and through the head teacher's report to Governors.
- The SENCo meets with the Governor with responsibility for Inclusion and SEND to discuss current concerns.

APPENDIX 1 - IEP EXAMPLE

Pupil:	
Year:	D.O.B:
Teacher:	Date:

Individual Educational Plan

SEN SUPPORT
WAVE 3

Nature of Difficulties:	Strengths:	Support Services currently involved:	<i>Age: yrs mths</i>
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Objectives	Short Term Targets / success criteria	Teaching Strategies and Provision	Who, When, Where

At Home:	Review Arrangements:	Outcomes at Review:

APPENDIX 2 - LSP EXAMPLE

Learning Support Plan

Child Name:

D.O.B:

Date plan constructed:

Review date:

Priority Area of Need (These are tailored to individual needs and may include all or some of the area below)	Objectives	Activities/ resources/ arrangements	Responsibility of
Language and communication			
Play skills			
Fine motor skills			
Social Skills			
Self help and independence skills			

