



Supporting Children with Additional Needs and Inclusion Policy

(including Behaviour and Equality)

Policy statement

We are committed to inclusion, to maintaining a loving and caring environment where everyone feels safe and valued, and to providing an appropriate and high-quality curriculum to all our children. We believe that all children identified as having special educational needs and/or disabilities have a right to a broad and balanced academic and social education which is accessible to them and tailored to their specific needs. We aim to foster the personal development of each child by helping them to be responsible, building their self-esteem and being sensitive to their needs. How we provide education may not always look the same, as we will respond to learners in a way that takes account of their personal needs and plan and differentiate learning based on this. We believe that educational inclusion is about equal opportunities for all learners, regardless of their age, gender, ethnicity, impairment, attainment, and background. DDC recognises the significance of early identification of children with Special Educational Needs and / or Disability, and we will work closely with other professionals already involved with children. The SENCo, child's keyworkers and parents / carers are all involved with identifying children. Children with SEND are identified as needing support or have an Educational Health and Care Plan. Information relating to children with SEND should be shared with the appropriate staff linked within the setting, and parents / carers of the child.

- We have regard for the DfES Special Educational Needs Code of Practice (2001) updated 2014 .
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs. The policy statement will be included in the Parent/Guardian Handbook. This policy will be reviewed annually.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents.

DDC Nursery and Preschool's SENCO is Michelle Josephs.

DDC Nursery and Preschool's InCo is Michelle Josephs, and BCo is Naomi Parker.

DDC Wrap's SENCO is Michelle Josephs.

Denmead Holiday Club's SENCO is Michelle Josephs.

The responsibility of the SENCo is to:

- Ensure close liaison with parents/carers and any professionals involved in the child's case and have a good understanding of the resources and outside agencies available.
- Advise and support other practitioners in the setting
- Ensure that Individual Education Plans (IEPs) are in place
- Ensure that relevant background information about individual children with SEN is collected, recorded and updated.
- Make applications to the Early Years Inclusion Panel (EYIP) about individual children with more complex SEN.
- Ensure that all children with SEN are included in the setting.

Early Intervention

We recognise the importance for early intervention, recognising specific needs in each child and putting support and provision into place as early as possible. We use a graduated approach to support the child and their families.

SEN Support is designed to provide a graduated approach based on a cycle of action that can be revisited with increasing detail, increasing frequency and with the increased involvement of parents. Throughout the graduated approach, the practitioner, usually the child's key person, remains responsible for working with the child daily and implements agreed interventions.

The SENCO supports individual practitioners within DDC and leads and co-ordinates the graduated approach across the setting. We adopt a graduated approach with four stages of action: assess, plan, do and review.

This cycle of action:

- Is led by the key person, supported by the named SENCO.
- Parents are engaged throughout
- Action is informed by the child's views throughout
- The cycle is revisited in order to identify the best way of securing good progress

Throughout the cycle, children's views can be represented by parents and practitioners, but in order to ensure the child's views inform the process directly, these need to be captured before any discussion. Whether children communicate verbally or by other means, pictures and objects of reference can be used to promote communication with children about their views and their preferences, both at home and at DDC. These views are then used to inform discussion and decisions at each stage.

Provision

- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We provide parents with information on sources of independent advice and support.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We raise awareness of any specialism the setting has to offer, e.g., Makaton trained staff.
- We provide a complaints procedure.
- We ensure we provide the correct training for the team on specialist cases.
- We monitor and review our policy every year or if something happens which warrants a change.

DDC Nursery and Preschool's ELSA is Michelle Josephs.

This policy was made on the 10 January 2012. It will be reviewed on 9 January 2013 or if there are any changes that may occur

Reviewed 20 November 2013

Reviewed 5 October 2014

Reviewed 26 January 2015

Reviewed 26th February 2016

Reviewed on 29 March 2017

Reviewed 25 October 2017

Reviewed 08 August 2018

Reviewed 2nd September 2019

Reviewed 2nd April 2020

Reviewed 23rd August 2021

Reviewed 13th October 2021

Reviewed February 2022

Reviewed June 2022

Reviewed 27th April 2023

Reviewed 10th January 2024

Reviewed 13th January 2025