

**LILLIAN DE LISSA NURSERY SCHOOL**  
**INCLUSION AND SPECIAL EDUCATIONAL NEEDS POLICY**

**Inclusion Manager/SENCO: Alison Harris**  
**SEND Governor: Lorna Rose**  
**SENCO: Sarah Roberts**

**We value every child's story...**

At Lillian de Lissa Nursery School, Newtown Nursery School and St Thomas Centre Nursery School we believe that every child is entitled to an education that allows them to achieve well, in an educational setting that meets their individual needs.

In line with the Code of Practice we will ensure:

- All children have the right to a broad, balanced, relevant and differentiated curriculum.
- All children have a right to learn in a caring, considerate and inclusive environment, where the staff and children are all valued for their contribution to school life.
- All children are entitled to an education that meets their individual needs and allows them to achieve the best possible outcomes.

We are committed to...

- The early identification of additional needs.
- Working in partnership with parents.
- Providing, within available resources, the highest possible quality support and inclusive education for all children.
- Providing a high quality, accessible learning environment for all children both inside and outside.
- Ensuring that all children's progress is monitored, recorded and reviewed.
- Recognising the rights of the child and ensuring that inclusion and equal opportunities are embedded in our practice.
- Providing opportunities for staff to receive relevant training.
- Providing an effective and meaningful learning environment where all children are respected and encouraged to reach their potential.

Respecting every child's rights...

Article 3 - The best interests of the child must be a top priority in all things that affect the child.

Article 12 - Every child has the right to have their say in all matters affecting them, and to have their views taken seriously.

Article 23- A child with a disability has the right to live a full and decent life with dignity and independence.

Article 28 - Every child has the right to an education.

Article 29 - Education must develop every child's personality, talents and abilities to the full.

### **We are an inclusive setting...**

Birmingham City Council has a vision of equality and fairness. Active promotion of inclusion for all children is an important part of this vision, as it gives every child the same entitlement to educational opportunities.

To achieve inclusion for everyone, schools need to:-

- ❖ Identify their current position with regard to inclusive thinking and practice and identify action needed to develop further.
- ❖ Monitor and evaluate progress towards inclusion.
- ❖ Develop the confidence and skills of all staff members to support this process.

The Disability Discrimination Act 2001 came into effect in Nursery Schools in September 2002. This Act makes it unlawful to treat disabled children 'less favourably' for reasons related to their disability.

Inclusion is meant in the widest sense. It incorporates children and young people as well as the rights of parents/carers, students and all staff. It includes individuals with special educational needs and/or a disability, as well as those from minority ethnic groups and any other diverse cultural groups.

Inclusion also refers to those who speak English as an Additional Language (EAL) and children in Local Authority Care (Looked After Children), Previously Looked After Children, as well as individuals with specific medical needs or suffering from low emotional well-being.

Inclusion incorporates the rights of the child and equal opportunities, as well as any other groups at risk of exclusion or social exclusion.

We acknowledge the vital role we play in early identification and assessment of children with special educational needs and we aim to offer inclusive education to all children including those with additional needs.

### Specific Roles and Responsibilities

Interim Executive Head Teacher - Michelle Slymn

SENCO - Sarah Roberts

Inclusion Manager/SENCO - Alison Harris

Local Committee (Cluster) Governor with responsibility for SEND - Lorna Rose

Federation Governor with responsibility for SEND - Laura Brodie

The Headteacher maintains overall responsibility for pupils with special educational needs and/or disabilities.

The SENCO works with the Headteacher and Governing Body to determine the strategic development of SEND policy and provision in the school.

The SENCO and Inclusion Manager are responsible for overseeing the day-to-day operation of the school's SEND policy and coordinating the provision of education for pupils with SEND.

The role of the SENCO and Inclusion Manager is to:

- Liaise with parents/carers, offering advice and support whilst also ensuring open and honest communication.
- Liaise with other professionals and outside agencies
- Provide professional guidance to colleagues, ensuring all practitioners in the setting understand their responsibilities to children with SEND
- Coordinating provision for children with SEND. Which will include work with Learning Support play workers, teaching assistants and teachers to ensure high quality, effective interventions are in place and are monitored regularly as part of the graduated approach.
- Ensure appropriate records are kept for children requiring SEN support, including background information from parents and previous settings.
- To liaise with SENAR to request Education, Health and Care Assessments and plans. (EHCP)
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Gain funding from Inclusion Support in the Early Years (ISEY)
- Providing behaviour support including Individual Behaviour Plans (IBP's) and Team Teach.
- Plan for transitions, liaising with future settings, ensuring that children and families are fully prepared.

### **The role of the class teacher/key worker:**

- Teachers/key workers are responsible and accountable for the progress and development of the pupils in their class/group, even where pupils access support from additional teaching assistants or specialist staff.
- To support the early identification process through the graduated approach.

### **The role of the Governing Body:**

The governing body work with the Headteacher to determine appropriate staffing and funding arrangements for Special Educational Needs. The appointed SEND Governor works with the school in supporting the development of high-quality provision and evaluating the impact for pupils with SEND.

Our named local committee governor for SEND is Lorna Rose, who is also the cluster's artist in residence. She works with the SENCO and Inclusion Manager to ensure that the cluster's SEND and Inclusion policy works within the guidelines of the SEND Code of Practice (2014), the Local Education Authority, other policies within school and the UN convention on the right of the child.

### **Admissions Arrangements**

It is the aim of Lillian de Lissa Nursery School, Newtown Nursey School and St Thomas Centre Nursery School to be fully inclusive and non-discriminatory, all children, including those with SEND are welcome to attend. The Equality Act (2010) states that all Early Years providers must "not discriminate against, harass or victimise disabled children, and they must make reasonable adjustments to prevent them from being put at a disadvantage"

Lillian de Lissa Nursery School, Newtown Nursey School and St Thomas Centre Nursery School follow Birmingham City Council's admissions policy for nursery classes and schools. (Please see our admissions policy). The schools are able to make provision for children with additional needs provided it is in the best interests of the child, and also of the other pupils.

Criteria for identifying which children are eligible for a two-year-old funded early education place is as follows:

2-year-olds can get free early education and childcare if they live in England and get one of the following benefits:

- Income Support
- Income-based Jobseeker's Allowance (JSA)
- Income-related Employment and Support Allowance (ESA)

- Universal Credit - if you and your partner have a combined income from work of £15,400 or less a year, after tax
- Tax credits and you have an income of £16,190 or less a year, before tax
- The guaranteed element of Pension Credit
- Support through part 6 of the Immigration and Asylum Act
- The Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)

A child can also get free early education and childcare if any of the following apply:

- They're looked after by a local authority
- They have a current statement of [special education needs \(SEN\)](#) or an education, health and care (EHC) plan
- They get [Disability Living Allowance](#)
- They have left care under an adoption order, special guardianship order or a child arrangements order

**If you're a non- EEA citizen who cannot claim benefits:**

Your 2-year-old may get free childcare if you are getting [support under the Immigration and Asylum Act](#) and have either:

- [claimed asylum](#) in the UK and are waiting for a decision (known as 'part 6')
- been refused asylum in the UK (known as 'section 4')

A 2-year-old you care for may also get free childcare if your household income is £15,400 a year or less after tax, and you have any of the following:

- leave to remain with 'no recourse to public funds' on [family or private life grounds](#)
- support from your local council because you have 'a child in need', for example they have a disability or a child protection plan
- the right to live in the UK because you're the main carer of a British citizen (known as a '[Zambrano Carer](#)')

[Check with your local council](#) if you're unsure if you can get free childcare.

This guidance from the gov.uk website was current at the time of publishing please refer to the [gov.uk website for any updates](#).

## Identifying Special Educational Needs

Children and young people with SEND may require extra help due to a range of needs. The 0-25 SEND Code of Practice (2015) describes four broad areas of need:

- Communication & Interaction
- Cognition & Learning
- Social, emotional & mental health difficulties
- Sensory and/or physical needs

Some children may have needs that cover more than one of these areas, at Lillian de Lissa Nursery School, Newtown Nursey School and St Thomas Centre Nursery School, in line with the Code of Practice (2015) we plan the educational provision based on individual children's strengths and needs. Children's needs are considered as part of a holistic approach.

A disability is described in law (Equality Act, 2010) as a "physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day today activities".

Identifying that a child needs additional support may happen in a number of ways:

- We work very closely with the Family support teams from Local Children's Centre's to ensure early identification. Children's needs may be identified when they attend children's Centre groups or stay and play.
- Home visits/Stay and Play sessions are carried out before children start attending the Nursery.
- Staff can raise concerns about individual children by completing an 'Initial concerns' form.
- Health visitors and GPs often raise concerns and liaise with the Nursery.
- We also work closely with the Early Support Service and the Area SENCO Team.

We recognise the important role our school plays in the early identification and assessment of children with special educational needs.

## Monitoring and supporting children with SEND - A graduated approach

### Assess, Plan, Do, Review

As outlined in the Code of Practice (2015) we have adopted a graduated approach with four stages of action:

#### **Assess:**

In identifying a child as needing SEND support, the nursery team (teachers, key workers, teaching assistants) will work with the Inclusion Manager/SENCO and the child's parents to carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, the Inclusion Manager/SENCO will request permission from the parents to involve outside agencies in specialist assessments.

#### **Plan:**

Where it is decided to provide SEND support, and having formally notified the parents, the nursery team and the Inclusion Manager/SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review.

Plans will take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

Parents will be involved at every stage of the process and will be given advice and support on how they can contribute to their child's progress and development at home.

#### **Do:**

The child's key worker and/or teaching assistant (supported by the class teacher) will be responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEND support. The Inclusion Manager/SENCO will support the practitioners involved in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

## **Review:**

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The Inclusion Manager/SENCO and the child's parents will meet to evaluate the impact of the support received. The child's views will also be taken into account. Changes to the outcomes and support will be agreed, in light of the child's progress and development.

Parents will be given clear information about the impact of the support provided and will be involved in planning next steps. At each stage parents will be given the opportunity to engage with the setting and contribute their insights to assessment and planning. Intended outcomes will be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

The Inclusion Manager/SENCO will co-ordinate and lead this process, ensuring that the cycle of action is revisited regularly to identify the best way of securing good progress. The Inclusion Manager/SENCO will support individual practitioners and will ensure that the Nursery team are informed by EYFS materials, the Early Years outcome guidance and Early Support resources.

## **SEND Support Provision Plans**

Most children with special educational needs and disabilities can have their needs met by us in the Nursery School through an Early Support Plan, using the systems outlined above. If more support is required and we feel additional support will be needed when a child transitions into Primary School, we may develop a SEND Support Provision Plan.

*“SEND Support Provision Plans (SSPP) are a document developed by Birmingham Local Authority, for schools and settings to use. Schools and settings do not have to use these documents but they are particularly useful for demonstrating the provision being put in place for children and young people where their needs are complex and require multi-agency involvement, but where the provision does not require an EHCP in order to support delivery within a mainstream setting.*

*The SSPPs are designed in a way that schools and settings, in partnership with parents, are able to build up a picture of need and provision over time.*

*Schools and settings must involve parents and carers in the planning of provision and so if a school is planning to record the provision, they are putting in place in a SSPP then parents should be involved in this process.*

*SSPPs must be reviewed regularly as per the Code of Practice for SEND (2015). These reviews must include parents and should also include any relevant SEND support services involved with the child or young person.*

*SEND Support Provision Plans are also used by the Local Authority as the mechanism by which mainstream settings can apply for additional 'top up' funding for pupils who DO NOT have an EHCP but where their funding profile indicates that the funding required is above the amount of funding the school or setting is required to commit to meet your child/young person's need from within their own budget. The SSPP also includes a section for the school or setting to detail what the additional funding would be used for.*

*If a school is using the plan to request additional funding, then signed parental permission must be gained and there must be a Local Authority SEND Support service representative involved in the writing and reviewing of the plan."*

[\(https://www.localofferbirmingham.co.uk/send\\_support\\_services\\_menu/send-support-provision-plan-sspp/](https://www.localofferbirmingham.co.uk/send_support_services_menu/send-support-provision-plan-sspp/) 2022)

### **Education, Health and Care Plans**

On some occasions, despite the Nursery School having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the Inclusion Manager/SENCO may need to request an Education Health Care Plan because the child has not made the expected progress and/or requires additional support.

If the School or parents feel that an EHCP is required the Inclusion Manager/SENCO will arrange a 'Team Around the Child' (TAC meeting) and prepare an EHCP Request, which includes reports from outside agencies and information from the school and parents. If parents and professionals agree that the information in the TAC report meets the EHCP criteria, then a request is made to SENAR.

If SENAR decides that there is sufficient need for statutory assessment, further evidence will be collected by the school. The Inclusion Manager/SENCO, in consultation with the staff, parents and outside specialists will write a further report, considering the child's needs now and in the future. A meeting with the child's parents, Inclusion Manager/SENCO and outside agencies will be held to review the draft EHCP, a Principle Officer from SENAR may also attend. If all parties agree that the information in the draft EHCP is correct the EHCP is produced.

The Inclusion Manager/SENCO will support parents through every step of this process, ensuring that the views of the child and the parents are heard.

For more information about Education, Health and Care Plans

[https://www.localofferbirmingham.co.uk/send\\_support\\_services\\_menu/education-health-and-care-plan/](https://www.localofferbirmingham.co.uk/send_support_services_menu/education-health-and-care-plan/)

## **Local Offer**

When appropriate we may also access Birmingham's 'Local Offer' to see what help is available. The Local offer published by Birmingham Local Authority identifies education, health and social care services provided for children with Special Educational Needs and Disabilities.

<https://www.localofferbirmingham.co.uk/>

### **Working with outside agencies and specialist support services**

Lillian de Lissa Nursery School, Newtown Nursey School and St Thomas Centre Nursery School recognise that to provide a fully inclusive and supportive environment there is a need to work with the full range of support services and external agencies. Lillian de Lissa Nursery School, Newtown Nursey School and St Thomas Centre Nursery School have developed positive working relationships with many support agencies and health services where support and advice is regularly requested.

We are committed to working with others, sharing expertise, responsibility and information.

The Inclusion Manager/SENCO meets regularly with Educational Psychologist, Pupil and School Support and Communication and Autism Team Teacher designated to each school in the cluster.

Each school also works with a range of other specialist support services:

- Sensory Support Team
- Physical Difficulties Support Service
- Speech and Language Therapists
- Physio Therapists
- Occupational Therapists
- Conductive Education
- Child development Centre practitioners
- Health visitors
- Early Support Service
- Pre School Learning Alliance

Consent is always obtained before referrals are made to outside agencies. Parents are made aware of any involvement from an outside agencies and are provided with relevant information and advice.

We respect everyone's right to confidentiality and will always seek permission to share information with other agencies regarding a child's needs.

### **Access and the Learning Environment**

Lillian de Lissa Nursery School, Newtown Nursey School and St Thomas Centre Nursery School staff teams each work together to adapt their own environment to meet the needs of the children who attend, advice is sought from outside agencies, when necessary, in order to meet the needs of all individuals, making changes and reasonable adjustments when required.

We aim to ensure that the premises for Lillian de Lissa Nursery School, Newtown Nursey School and St Thomas Centre Nursery School are fully accessible to both children and adults. In ensuring access for all we consider the following - width of corridors and doors, ramps, lighting, colour schemes, furniture, sensory areas, use of space, changing/toilet facilities, accessible outdoor play space and resources that all children can use.

As part of each school's ethos, we see the environment as a tool for supporting learning and developing skills and ideas, we therefore plan the environment carefully in order to maximize learning opportunities, build confidence and facilitate independence.

An access audit of each school's premises has been carried out and work completed to address any actions identified.

#### **Accessibility audits carried out:**

Lillian de Lissa Nursery School - October 2019

Newtown Nursery School - October 2019

St Thomas Centre Nursery School -October 2019

### **Curriculum**

Lillian de Lissa Nursery School, Newtown Nursey School and St Thomas Centre Nursery School follow the Early Years Foundation Stage Curriculum, adapting and differentiating activities to ensure all children are able to access all areas of the curriculum. We ensure planning is based on assessments, observations and children's individual learning styles and needs. We aim to remove barriers to learning by setting realistic but challenging goals.

The Statutory framework for the EYFS 2021 states "Practitioners must consider the individual needs, interests and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development."

## **Resources**

All pupils have access to a wide range materials and resources, differentiated where appropriate to meet the needs of individuals.

Staff are involved in discussion about and the selection of appropriate materials and their most efficient use. We may borrow resources from specialised services where appropriate. Resources are often recommended by outside agencies and are bought by the school from the allocated budget to support individuals or groups of children.

Time is one of the most valuable resources and needs to be allocated to staff when they are involved in working with others who are supporting children with additional needs. This enables effective implementation, the development of Support plans and parent partnerships.

## **Staffing**

All pupils have a key worker who is responsible for their care and education on a daily basis, however it is part of our school ethos and inclusive practice that meeting the needs of children with SEND is the responsibility of all staff.

It may be appropriate for some children with SEND to have a specific support worker who will work with them on a 1:1 basis. Some children will need this support at all times, others may require support at certain times of the day, for example during focussed learning time.

The need for 1:1 support is considered on an individual basis and may be dependent on allocated funding. (ISEY, Top Up funding from Birmingham City Council).

## **Training**

Whole school/cluster training is planned based on the needs of individual or groups of children in a particular cohort. It may also be appropriate for individual members of the staff team to have external training which is then disseminated to the whole staff team. The Inclusion Manager/SENCO leads staff meetings around SEND and inclusion, this may include discussions and planning around a particular area of need or an individual child. SEND is a regular item on the SMT agenda to ensure that all staff throughout the Nursery School/Cluster have an understanding of the children's needs and the provision each school offer. Governors are updated termly on the needs of the children and training which has been received in order to meet their needs.

## **Medical Needs**

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support children with medical conditions. Where a child requires an individual health care plan then this is developed in partnership with parents and the relevant agencies or professionals responsible for the long term medical care of the child. We refer to statutory

guidance supporting children in nursery/school with medical conditions (DfE, 2014 -updated August 2017).

### Partnership with Parents

Lillian de Lissa Nursery School, Newtown Nursey School and St Thomas Centre Nursery School values its close partnership with parents and it is each school's policy to involve parents in their child's education as much as possible.

This is achieved by:

- Parents/carers having access to staff informally on a daily basis.
- Parents/carers having the opportunity to request a meeting with members of staff.
- Parents/carers being invited to all meetings concerning their child and having their views recorded.
- Parents/carers being invited into school when support from outside agencies is received.
- Parents/carers being invited to open afternoons to discuss their child's progress and development.
- Parents/carers having access to children's records and learning journals.
- Parents/carers being invited to workshops.
- Parents/carers being made welcome and understanding that we have an open door policy.
- Parents/carers having access to a noticeboard and information stand providing information on support services and voluntary organisations as well as a dedicated area on our website and regular updates on social media.

**The success of our SEND/Inclusion policy is based on the staff teams at Lillian de Lissa Nursery School, Newtown Nursery School and St Thomas Centre Nursery School, working together to meet the aims set out in the policy. Whole school and cluster development, training and discussion will inform changes in our practice that may impact on the policy and it is therefore a working document that may change over time, influenced by staff, advice from our partners in outside agencies and parents.**

**Our Inclusion and Special Educational Needs Policy will be reviewed annually and up dated, taking into account current legislation/guidance.**

#### **Links to other policies and documents:**

- Accessibility Plan
- Access Audit
- Child Protection Policy/Safeguarding Policy
- Information Sharing Policy
- Behaviour Policy
- Equal Opportunities Policy

- Newtown Nursery School Local Offer
- Lillian de Lissa Nursery School Local Offer
- St Thomas Centre Nursery School Local Offer

- Children and Families Act 2014
- SEND Code of Practice 2015
- Equality Act 2010
- Keeping Children Safe in Education 2021
- The Statutory Framework for the Early Years Foundation Stage 2021

Date established: September 2022

Date for Review: September 2023