Milkshake Montessori Nursery School's

Special Educational Needs and Inclusion Policy

**The aims and objectives of this policy are:**

* to work in accordance with the Code of Practice 2014 and Equality Act 2010
* to ensure that the Special Educational Needs of children are identified, assessed and provided for;
* to create an environment that meets the Special Educational Needs of each child;
* to enable all children to have a broad and balanced curriculum by having as much access to the Early Years Foundation Stage (DCSF, 2008) as possible, within the day-to-day nursery setting;
* to make clear the expectations of all partners in the process;
* to identify the roles and responsibilities of staff in providing for children with Special Educational Needs;
* to involve parents/carers in a positive working relationship so that they are able to play their part in supporting their child's education every step of the way;
* to ensure that our children have a voice in this process
* To work in partnership with all external agencies

**What are special educational needs?**

According to the Special Education Needs and Disabilities (SEND) Code of Practice 2014,

 "Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them"

SEND can affect a child or young person’s ability to learn and may include:

* Social, emotional including behaviour or ability to socialise, for example they struggle to make friends
* reading, writing and spelling, for example they may have a reading or spelling difficulty such as dyslexia
* ability to understand things, for example language although this should not include children and young people who speak English as additional language (EAL)
* concentration levels, for example may be because they may have Attention Deficit Hyperactivity Disorder (ADHD)
* physical needs or impairments, for example may need the use of a wheelchair for mobility and therefore space and access is paramount

A child or young person has SEN if:

* they are progressing at a significantly slower rate than the majority of children their age, and
* they need additional or different help from the services usually provided in the school

**SENCO Roles and Responsibilities**

The Special Educational Needs Coordinator (SENCo) at Milkshake Montessori Nursery School are;

* Liliana Abreu (Lead)
* Kitty Shukla & Juliet Graham (Support)

The SENCo has responsibility for:

* Gathering appropriate evidences and working together with parents to share information about children who may have been identified with having special education needs or difficulties.
* Information sharing and ensuring regular liaison with parents and other professionals involved, with respect of children identified as having a special educational needs
* Ensuring that relevant background information about individual children with special educational needs is collected, recorded and regularly updated
* Advising and supporting practitioners in the setting

**Levels of support within Milkshake Montessori Nursery School**

Throughout this process practitioners will be continuously observing any children they may have concerns about. These observations can then be used as a starting point when speaking to parents, and if needed the Early Years Consultant team, in order to build up a detailed picture. Observations should be based upon the three areas of the prime areas of development: Social and Emotional development; Communication and Language development and Physical development. Observations in these areas will be the most valued when writing targets for a child. These observations can then be discussed between SENCo’s at their regular meetings, with any initial concerns to be flagged in weekly team meetings, where the SENCo can then cascade down any further information or strategies to be put in place.

If a child is recognised as needing more support, staff at Milkshake Montessori will work closely together with parents to establish the next following steps to help support their child.

**SEN Support and Funding**

If a child or young person has been identified as having special educational needs, the four part cycle of Assess, Plan, Do and Review should be put in place. This is a graduated approach to understanding the child or young person’s needs and removing their barriers to learning. External agencies may be involved and most children and young people with SEN or disabilities will have their needs met within local mainstream early years’ settings through the resources delegated to them by Sen Support funding.

Next:

* Individual Target Plan (ITP)

If applicable, and as part of this process, an ITP will then be written up for the individual child. An ITP is a working document for all the staff at Milkshake Montessori Nursery School and provides additional planning for a child who has been recognised with a SEN.

The ITP consists of three or four SMART targets (Specific, Measurable, Achievable, Relevant and Time-bound). These targets will be based upon information gained from observations by staff at Milkshake Montessori as well as taken from parents and other key professionals involved; new or existing. Once the ITP has been written parents/carers will be provided with a copy and asked to sign the copy kept at the setting.

ITP’s are to be continuously reviewed to ensure they are meeting the current needs of the individual child. They should be formally reviewed by the SENCo and child’s key person at the end of each term taking aboard any new information and suggestions from parents/carers and any external agencies involved.

**What if SEN Support is not enough?**

Once this is in place the majority of children and young people with SEN should have their needs being met and see some progress, however sometimes a child may need a more intensive level of specialist help that cannot be met from the resources available and the additional support received so far, in which case an Education and Health Care Plan (EHCP) may be considered.

* EHCP

Some children may require an EHCP assessment very early on and in these cases the local authority should liaise with the appropriate professionals and start the process without delay. Nevertheless anyone can contact the SEN Team in their Local Authority for advice on the best route to requesting an EHC needs assessment. This will most often involve an multi-agency meeting with those involved with the individual child; and if they should attend Milkshake Montessori Nursery this can be done here at the setting.

Following the meeting the parents/carers or Milkshake Montessori may then decide to submit a request and begin the process if they are eligible for the plan. This will usually involve a gathering of evidences and reports from external agencies as well as guidance from the SEN team. When forming EHC Plans each child should be assessed individually each time, unique and heavily focused on the individual personality and requirements of each child as each child will have different needs and react differently to the condition they have.

AN EHCP brings the child or young person’s Education, Health and Social Care needs into a single, legal document and should always be reviewed annually to ensure that they are producing an effective result.

An Education, Health and Care Plan will set out clearly the special educational needs of a child or young person, what support they need, and who should provide it.

* The Education section of the plan will explain what is needed for the child to achieve the best they can in their learning.  It will say which school or college the child will go to
* The Health section of the plan will set out any health services or health support that the child needs to ensure they can learn and participate fully in the curriculum
* The Social Care section of the plan will explain any services that the council will provide to support your child and family to live as ‘ordinary’ a life as possible.

Please note: children and young people who currently have a statement of special educational needs will gradually have this converted into an EHCP through the Annual Review process.