

Inclusion Policy

At Daisy and Rainbow Childcare we aim to be a fully inclusive community and to involve all members of this community in decision-making and policy development. We regard staff, parents/carers and children as undertaking a joint enterprise to make learning exciting and positive for all of us. We are all members of a team working co-operatively to this end. The expertise of parents and carers is highly valued.

We welcome and do not discriminate against any children or families seeking to join our community. Once children come into our setting, our aim is to provide the best possible learning experiences for all; this includes giving necessary support to individuals or groups of children who require something extra to meet their needs. Our curriculum policies are fully inclusive.

We consider each child as an individual and will differentiate our responses, language, care, learning and play environment as much as is possible with the aim of meeting their specific and individual needs.

DEFINITIONS AND STATUTORY GUIDANCE

THE EYFS STATES

Special educational needs

Providers must have arrangements in place to support children with SEN or disabilities.

Maintained schools, maintained nursery schools and all providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs Code of Practice.

Maintained schools and maintained nursery schools must identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO) and other providers (in group provision) are expected to identify a SENCO.

[Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Inclusion (EYFS)

Inclusion is the process of identifying, understanding, and breaking down the barriers to participation and belonging. It is our responsibility to address all children's additional needs and to remove barriers, so all children have equal access to the curriculum, care and play and therefore equality of opportunity.

Special Education Needs – SEN

The term 'special educational needs' (SEN) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. Many children will have SEN of some kind at some time during their education. Help will usually be provided in their ordinary, mainstream early education setting or school, sometimes with the help of outside specialists.

If a child has special educational needs or disability, they may need extra help in a range of areas for example:

- learning daily routines

- behaving appropriately or adhering to the boundaries set
- expressing themselves or understanding what others are saying.
- making friends or relating to adults.
- sensory or physical needs which may affect them in their learning.

SEND Code of practice 0-15years

To support our wider understanding of the legal processes we will consult the [SEND code of practice](#). Which was set out in the Children and families Act 2014 [The Children and Families Act 2014 | Summary & important parts \(cpdonline.co.uk\)](#) - Read Part 3

The SEND reforms are a significant set of cultural and systematic changes which are designed to improve outcomes for children and young people with SEN or Disability (SEND). “Schools and nurseries are required to use their “best endeavours” to meet the needs of the children they educate, including those with SEN. The staff will work closely with parents at all stages and should be the first port of call, in case of difficulty.”

DEVON SEND Local Offer

[About the SEND Local Offer - Find out about support for SEND in Devon](#)

We work within the framework of the Local Offer provided by our Local Authority – Devon County Council – DCC.

SEND Graduated response

[Devon's graduated response - Support for schools and settings](#)

Graduated approach (EYFS)

This approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that the child may be experiencing.

Our Daisy and Rainbow Graduated Response Additional Support Pathway

To support us in negotiating the pathway we may use our Process Chart which provides a practical contact summary to this policy [HERE](#)

Admissions Criteria

Please read the [Admissions Policy](#) alongside this document

Our Welcome and Induction for New children.

When carers first come to our setting and are seeking a place for their child, we are keen that parents are given every opportunity to share information about their child’s individuality and any specific needs they may have. We will invite parents to share any relevant health information they may have contained in their Red Book or via health professional letters and reports. Alongside essential conversations

with the manager, SENDCO or keyperson prior to and during induction, we gather further essential written information on the following documents: -

- Registration Form
- Medical declaration form
- My World at Home – to be used when appropriate.

We are keen that children should have access to the setting for the specific times of day or duration which best supports their needs. We will often talk with parents and carers and agree a phased start; gently increasing the number of hours a child may attend using a planned approach or may suggest the child attends either earlier or later in the day. We may also suggest to parents that their child may attend a reduced timetable in order that they can access a positive period at the setting. There will be a plan to increase attendance time with a My Plan in place to support this.

As a child then settles with us the key person and team will develop a relationship with the child enabling a deeper understanding of any additional needs the child may have. There is an ongoing process of 2-way information sharing between the keyperson, SENDCO and parent/carers.

Our Initial Assessment

Our team are very aware of the importance of early intervention when considering a child may have an additional need. Hence if any initial concerns about a child are raised by a member of our team, which may not previously have been alerted to us by the parents, we will: -

- Share our initial observations and thoughts with the parents and seek their views.
- Make detailed observations, primarily by the child's key person and SENDCO, and update the child's Running record. This will include an initial assessment of the child's needs, observed behaviours and some initial strategies and interventions we may have used.
- A team meeting may be held to share observations and strategies.
- We will continue to meet with the parents where the ongoing observations, and concerns and information are exchanged.
- Any initial concerns about the progress of 2-year-olds will be shared with the parent using our Two Year Progress check form [HERE](#) and shared with the public health team at the time of their development check to raise our observations and concerns. This process is statutory before the child turns 3 years old however we seek to complete it prior to the child's appointment with the Public Health Nursing team when they complete the Healthy Child Review.
- Whenever we have a significant concern for a child's needs, we will involve the skills of the Early Years Consultant.
- Appropriate agreed actions will be monitored by the SENDCO and shared with the setting manager and Childcare Services manager. A graduated response will be taken. [Devon's graduated response - Support for schools and settings](#)

- We will use our [Process Chart](#) to support our decisions about how to manage Next Steps

Children with Flagged Needs

When we are concerned that a child may be unable to fully access our curriculum, we will flag their needs and identify that they may have some additional support needs. At this stage we know that we are on a learning pathway to fully establish what those needs are. We will be testing appropriate interventions and assessing the child's progress and noting the percentage of the time that the child is with us during which they need adult support. This process enables our team to give plenty of Watch and Wonder time to their needs and to notate what interventions make a positive difference.

Children at **Support** level may be receiving one specific intervention such as Nursery Plus, Speech and Language or Occupational Therapy. In this instance, our anticipation would be that the child would then make a good transition to school having made positive progress with specialist intervention from both the specialist service intervention and the targeted support from the keyperson and Support Plus Team.

Support Plus - SEN

These children will have been identified as needing a higher level of support. It is likely that they will require more than 30% intervention time from a practitioner to either keep them safe or to engage them in their learning environment. At this juncture we will have applied for Individual Inclusion Funding. The increasing complexity of a child's needs will be categorised further using the Level 1,2,3 definitions used by the Devon Individual Inclusion funding model. [Devon Individual Inclusion Funding Information](#) – we will use 0 / zero to indicate that an application is pending.

When we have a Support Plus Team (see below) in place a child may be transferred from the keyperson to the Support Plus Team to receive their specific daily support. Transfer to the Support Plus Team is most likely when a child is in their final year with us before transition to school or when a child joins us with an identified complex needs diagnosis already in place. In these instances, the SENDCO will take a lead communication role with the parents and ensuring that interventions are appropriate and monitored on an ongoing basis.

Our Intervention Plans – IEPs

Calibrated Access to Childcare at Daisy and Rainbow

One of the primary interventions we may make is to ensure that no child attends the setting for more hours than they are able to manage. We will make a careful assessment based upon the child's ability to stay regulated and safe with the agreed individual interventions in place. We will place the needs of the child higher than those of the parent and will not be influenced by the stated number of hours

that may be available from the Early Years Education Funding to support the place. We will make the final decision about the appropriateness of the number of hours a child attends the setting and will be able to illustrate our reasons based upon our professional observations of the child.

Support Plus Team

We may engage additional members of staff whose focus will be to work with children predominantly at Support Plus Level however who will also be able to give intervention and support to Support children and / or to Children with Flagged needs that we believe are on the Graduated Response pathway.

Educational Interventions

Any interventions or strategies we use with children will be carefully researched and based upon good practice and evidenced outcomes. All interventions that we put into place will be individualised to the child's identified needs.

Some examples of approaches we may use are [HERE](#)

MY Plan

All children with an identified Individual need will have a My Plan completed for them with the intention of succinctly documenting the key concerns, key areas of progress and the support needed to get there. This plan is reviewed termly to ensure progress is acknowledged.

CARE Plan

Children with specific medical needs will have a care plan completed which is shared with the wider staff team to ensure that the child's needs are understood, met and that a response is agreed in any critical situation.

THRIVE plan.

Some children will benefit from a further assessment which seeks to give support to their developing emotional needs. With parental consent and involvement, we may offer a THRIVE assessment and plan.

Statutory PROCESS

Education Health and Care Plan - EHCP

[Education Health and Care Plans \(EHCPs\) in Devon](#)

If it becomes clear through observations, assessments, and reviews through the Team Around the Family (TAF) meetings that the child will continue to need additional support the parents will be consulted to decide whether a shared Education, Health and Care Plan (EHCP) should be completed. The Early Years Consultant and/or Educational Psychologist would support the SENDCO in this response. This would enable future educational provisions to have an in depth understanding of the child's needs and thus to be able to plan to support them.

REFERRAL to ADDITIONAL Support Services

Early Help

[Early Help information - Devon Safeguarding Children Partnership \(devonscp.org.uk\)](http://devonscp.org.uk)

The potential need to complete an Early Help Plan will be discussed when reflecting upon the anticipated outcome of key questions: -

- Despite the differentiated response made by our setting to the child's needs – is the child making sufficient progress?
- Will this child need additional support and help when they transfer to school?
- Are there wider family and environmental concerns impacting upon the child?
- Will the wider involvement of other agencies be needed to support the child's wellbeing and learning, i.e., health visitors, psychologists, social workers, paediatricians, Speech and language therapists, therapists and complex needs workers?

When Early Help is agreed as a probable next step advice may be sought from the Devon Early Years Consultant.

A meeting will be agreed with the parent or carer to discuss the advantages of completing an Early Help Assessment on Right for Children and agreeing a Family Plan for the child.

To progress the needs of a child with individual learning needs the close consultation with the parents to enable the gathering of information for completion of all relevant information on Right for Children will be led by the SENDCO.

We recognise that the completion of an Early Help Plan is entirely at the consent of the child's parents and will always work with them to ensure they recognise the support that can be gained for their child and themselves with a robust plan in place.

To successfully monitor and review the progress of the child and their needs we will endeavour to hold a review TAF meeting once per term ensuring that the parents and agencies involved have an active role in this process.

Nursery Plus

[Nursery Plus - Support for schools and settings \(devon.gov.uk\)](http://devon.gov.uk)

In the year prior to attending school, we may consider making a referral to Nursery Plus. Support may be given to the child via a possible THRIVE plan and / or regular interventions at the setting with the aim that the child will make a smooth transition in to school.

Childrens Centre

[Children's Centres in Devon | Early Help](#)

When there are wider family and environmental issues a referral will be agreed with the parents to the Children's Centre who may then take a primary role with the completion of the Early Help documentation in close consultation with the parents and us. (NOTE the development of Family Hubs may change the nature of this service provision in 2024-25.)

Devon information Advice Support – DIAS

Home - Devon Information Advice and Support (devonias.org.uk)

The services of the Devon Information and Advice Support (DIAS) are key to supporting parents through transitions with their children. We will make information readily available to parents and carers - phone contact 01392 383080.

Devon Single Point of Access – SPA

Children and family Health Devon – cfhd Phone 0330 024

There are a host of additional services held within the Children and family health service that we may refer into as an early year's provider when we believe the child may need additional and specific support to improve their access to education and play.

The services are accessed via a single point of access referral using a Request for Services Form.

[home - Children and Family Health \(\[childrenandfamilyhealthdevon.nhs.uk\]\(http://childrenandfamilyhealthdevon.nhs.uk\)\)](http://home-ChildrenandFamilyHealth(childrenandfamilyhealthdevon.nhs.uk)) see link further down the website page.

See the service directory <https://childrenandfamilyhealthdevon.nhs.uk/directory/> for the links to the services shown below

Devon Early Years Complex needs service – DEYCNS

Request criteria - Children and Family Health (childrenandfamilyhealthdevon.nhs.uk)

Some of the children we work with will be experiencing complex needs that require referral to and support from EYCNS. The criteria are that they:

- Show significant/profound delay in at least two or more areas of development, one of which **must** be cognition.
- Present with significant and complex neuro-disability, for example autism spectrum disorder, this **must** be significantly impacting on their cognition, their ability to learn and their ability to participate in daily activities.
- Present as non-verbal or have significantly impaired communication.
- Have an existing diagnosis of a condition, where there is likely to be significant/profound delay to include cognition.

Specialist Childrens Health Assessment Centre - SCAC

<https://childrenandfamilyhealthdevon.nhs.uk/specialist-childrens-assessment-centres-scac/>
based at Lescaze

Public health Nursing – PHN

<https://www.devon.gov.uk/educationandfamilies/health/>

Occupational therapy

<https://childrenandfamilyhealthdevon.nhs.uk/occupational-therapy/referrals/>

Speech and language Therapy – SALT

<https://childrenandfamilyhealthdevon.nhs.uk/slt/>

Autism Spectrum Assessment service

Child and Adolescent mental health – CAMHS

Children in care Service

Community Children's Nursing service

Devon's family information Service for Children with additional needs – Signpost Plus

Disabled Childrens Service (DCC)

Learning disability team

Specialist Childrens Assessment Centres – SCAC

Palliative care

Rehabilitation Officers for Visually Impaired Children – ROVIC

Funding Support

Individual Inclusion Funding

Special Educational Needs and Disability (SEND) – Inclusion Funding for Early Years - Information for childcare providers (devon.gov.uk)

Through the process of better defining the child's needs and the best way for the setting to meet them we may also make the decision to apply for additional funding to support the child's inclusion in the setting. An application may then be made to Devon Early Years.

Disability Access Funding DAF

Disability Access Funding (DAF) - Information for childcare providers (devon.gov.uk)

The needs of some children may be such that their parent may qualify to claim DAF funding. This funding can be accessed by children aged 3 years plus (2years from April 24). Funding may be used within the setting to additionally support the child's specific identified needs.

Deferral or Delayed Admission to Primary School

Please see our admissions and Retention Policy. NOTE that in the greatest instance we are in support of children accessing primary education in their age relevant cohort with a specific and individualised plan in place to enable the appropriate support to be given to the child. A continued place in childcare will only be offered, if our professional opinion is that it will be in the child's best interest and that there is sufficient capacity to enable the provision of a place.

Training

The staff attend, whenever possible, training on special needs arranged by DCC and other professional bodies. The SENDCos attend the SEND forums and Network meetings to ensure we have access to current and relevant information, process, and procedure. Increasingly the SENDCO will be accessing training and information regarding ASD, sensory processing, speech, and language. We remain alert to online training which is available to access to develop our ongoing skills and knowledge.

Links with Other Policies

Please refer to the Transitions Policy to access further information about how we link with other settings and schools when a child with additional needs leaves our service provision.

Please also reference our Enrichment policy which focuses on how we support children who show exceptional skills and abilities.

Policy formulated on: April 99

Policy last reviewed on: Jan 24

Signed: Marianne Parke