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Canterbury Nursery School
and Centre for Children and Families

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Policy

Inclusion

Statutory or Non Statutory	Non- Statutory
Frequency of Review	Annually
Last Review	July 2018
Next Review	July 2019
Website	Yes

Inclusion Policy

Canterbury Vision

At Canterbury, children and their families are at the heart of an encouraging and challenging environment, where everyone recognises and celebrates differences, actively communicates the importance of learning and believes everyone can achieve.

Rationale

Inclusion embraces a wide range of issues including SEND, able and talented, equal opportunities, bi-lingual learners, gender, minority ethnic and faith groups, asylum seekers, attendance and others. Research has shown that particular groups are more likely to be excluded and to underachieve in education. In writing an Inclusion policy the Nursery recognises their responsibility to all learners. Our work as a Nursery School means that we view Inclusion and Achievement as being important for all our users. Working with parents and carers is fundamental to ensuring Inclusion and Achievement. This policy will contribute to increased participation and the removal of barriers.

We believe that all children have skills, talents and abilities and we have a responsibility to develop these to the full. We recognise and celebrate the positive achievements of all children.

We aim to identify and remove any barriers to inclusion within the Nursery School environment, teaching and learning strategies, attitudes, organisation and management. We welcome all children sensitively and positively.

We believe and actively promote parental participation and working in partnership with the Nursery School in order to support their child's needs.

Aims

We at Canterbury Nursery School are committed to providing an appropriate and high quality provision in the Early Years Foundation Stage Curriculum for all the children.

At Canterbury we believe that every child matters and inclusion is an important part of care and education. We will ensure that every individual will achieve, contribute, feel valued and enjoy learning. We believe that all children, including those identified as having special educational needs or disabilities (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of School life.

We believe that educational inclusion is about equal opportunities for all learners, including parents, whatever their age, gender, ethnicity, impairment, orientation, attainment and background.

We pay particular attention to the provision for and the achievement of different groups of learners:

- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs and/ or disabilities (SEND)
- Those who are gifted and talented
- Those who are looked after by the local authority

We will respond to learners in ways which take account of their varied life experiences and needs.

Canterbury Nursery School is a designated Early Years Enhanced Specialist Provision and is specially resourced for children with additional needs.

We will ensure:

1. That all children attending the Nursery School will have the opportunity to access all the facilities and resources available.
 - Planning and provision will cater for the individual needs of all children.
(These needs may be met individually and in small or large groups)
 - Observation and assessment will inform planning.
 - Additional resources will be provided for those children who need support in order to access the curriculum.
 - The Nursery School will have an Accessibility Plan.
 - Guidelines will be provided where appropriate.
2. That the Nursery School will provide opportunities to promote Inclusion and Achievement for parents, carers and others.
 - Parents and carers will be consulted and involved in all Nursery School activities.
 - A range of activities to meet a variety of needs will be available for parents.
 - All parts of the Nursery School will be fully accessible to all users.
3. That the Nursery School will work in partnership with the local community, schools and relevant agencies to support Inclusion and Achievement.
 - Resources aimed at supporting learning and achievement will be used as appropriate.
 - The Nursery School will liaise with and contribute to community initiatives aimed at combating social exclusion.

- The Nursery School will maintain close contact with external agencies working towards Inclusion and Achievement.
4. That the Nursery School will monitor Inclusion and Achievement in all their policies and planning.
- The Nursery School will provide ongoing training on Inclusion and Achievement for all staff.
 - All Nursery School policies will be regularly reviewed in light of Inclusion and Achievement.
 - The Nursery School will collect data to monitor Inclusion and Achievement.
 - The Nursery School will use both local and national guidance to inform practice.
5. We will not tolerate any behaviour or practice which is discriminatory
- The Nursery School will provide guidelines to prevent discriminatory behaviour.
 - The Nursery School will promote an inclusive curriculum for all children.

Definitions of Special Educational Needs

SEND Code of practice (2014) 15;xiii

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or

would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Definition of disability

SEND Code of practice (2014) 16; xviii

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Definition of Inclusion

Definitions of inclusion in education from the Index for Inclusion:

Inclusion in education involves:

- Valuing all students and staff equally.
- Increasing the participation of students in, and reducing their exclusion from, the cultures, curriculum and communities of local schools.
- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality.
- Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorised as ‘having special educational needs’.

- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
- Acknowledging the right of students to an education.
- Improving schools for staff as well as for students.
- Emphasising the role of schools in building community and developing values, as well as in increasing achievement.
- Fostering mutually sustaining relationships between schools and communities.
- Recognising that inclusion in education is one aspect of inclusion in society.
(<http://www.csie.org.uk/resources/inclusion-index-explained.shtml>)

"An educationally inclusive school is one in which the teaching and learning achievements, attitudes and well-being of every young person matters. Effective schools are educationally inclusive schools. This shows not only in their performance but also in their ethos....."

The most effective schools do not take educational inclusion for granted, they constantly monitor and evaluate the progress each pupil makes. They identify any children who may be missing out, difficult to engage or feeling in some way apart from what the school seeks to provide."

- **Evaluating Educational Inclusion OFSTED**

We at Canterbury Nursery School believe that each child has individual and unique needs. However, some children require more support than others. If these children are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of children will have special educational needs and / or disabilities (SEND) at some time in their school career. Many of these children may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs.

Canterbury Nursery aims to provide all children with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the Foundation Stage curriculum.

In particular, we aim to:

- Enable every child to experience success
- Promote individual confidence and a positive attitude

- Ensure that all children, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- Give children with SEND equal opportunities to take part in all aspects of the Nursery School's provision
 - Identify, assess, record and regularly review children's progress and needs
 - Involve parents/carers in planning and supporting at all stages of their children's development
 - Work collaboratively with parents, other professionals and support services
 - Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Objectives

1. To ensure the Equality Act 2010 and relevant Codes of Practice and guidance are implemented effectively across the Nursery.
2. To ensure that all children will be equally valued in Nursery. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. (See Safeguarding Policy)
3. To continually monitor the progress of all children to assist the early identification of children with Special Educational Needs and/ or Disabilities (SEND) and will provide support as early as possible.
4. To ensure that all children, including those identified as having special educational needs have full access to a balanced academic and social curriculum, through differentiated planning by Teachers and Early Years Practitioners to meet individual need.
5. To provide early intervention, through a graduated approach, using; Plan, Do and Review cycle , matched to individual needs, in addition to differentiated class room provision, for those children recorded as having SEND.
6. To provide early intervention from 0-5 years of age, working closely with, the Parental Inclusion Lead as well as outside agencies such as Health Visitors, Speech and Language Therapy, Portage etc. Ongoing assessment using EYFS, Developmental Journal and a progress check at age two for all children.
7. To work closely with appropriate specialists if needed, to enable the child to make progress towards the desired learning and development outcomes.
8. To inform parents of their child's progress and ensure that parents are fully involved in all decisions that affect their children's education.

9. To ensure that children with SEND are perceived positively by all members of the School/Centre community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.

10. To involve the children themselves in planning and in any decision making that affects them.

11. To support and train staff

Roles and responsibilities of Head teacher, Governors and Staff

Teacher/Room Leader is responsible for:

- Ensuring that all room staff have the highest possible expectations for all children in their class.
- Checking on the progress of all children and identifying, planning and delivering any additional help they may need (this could be additional support, adapting resources etc.) and discussing amendments with the SENDCo as necessary.
- Implementing How to Help me to Learn document for each child as necessary.
- Ensuring that all members of staff working with children in Nursery are aware of each child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with children in nursery are supported in delivering the planned work/ programme for all children, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned activities and resources.
- Ensuring that the Nursery School's Inclusion Policy is followed in their classroom and for all the children they teach with any SEND.

Key Person will:

- Learn from parents about what the child does at home
- Observe children as they act and interact in their play, everyday activities and planned activities,
- Observe what children can do & to help identify where the child may be in their own developmental pathway (assessment).
- Consider ways to support the child to strengthen and deepen their current learning and development
- Develop many other approaches in response to the children with whom they work.
- Where appropriate, use the development statements to identify possible areas in which to challenge and extend the child's current learning and development
- Ensure that the Nursery School's Inclusion policy is followed in the room and for all the children they teach.
- Share each child's progress and assessment

The key person will meet each child's individual learning needs, and make whatever specific adjustments and support are needed to enable them to be included and make progress possibly through the following:

- Being the first point of contact for parents and carers.
- Differentiate key group planning to meet need.
- Carry out suggestions and sharing each individual child's How to Help me to Learn
- Working with outside agencies such as Speech and Language service and Educational psychologists.

They will work with and be supported by the following people:

- Teacher
- SENDCO
- Other agencies

SENDCO is responsible for:

- The implementation and evaluation of the SEND Policy and overseeing the day-to-day operation of this policy
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify children with SEND
- Carrying out detailed assessments and observations of children with specific learning problems
- Supporting class teachers and practitioners in devising strategies, drawing up How to Help me to Learn and setting targets appropriate to the needs of the child and advising on appropriate resources and materials for use with children with SEND and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of children with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process and are fully aware of the Inclusion Policy practices
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- Maintaining the Nursery School's SEND register and records on SIMs Database
- Assisting in the monitoring and evaluation of progress of children with SEND through the use of existing Nursery School assessment information.
- Contributing to the in-service training of staff
- Managing learning support staff/teaching assistants
- Ensuring that midday supervisors are given any necessary information relating to the supervision of children at lunchtime and supporting them in relation to behaviour management and other issues for particular children
- Liaising with the SENDcos in receiving school to help provide a smooth transition from one School to the other
- Taking part in LEA SEND moderation.

The Head/ Deputy of School has responsibility for:

- The management of all aspects of the Nursery School's work, including provision for children with SEND
- Keeping the governing body informed about SEND issues
- Working closely with the SEND personnel within the Nursery School.
- Ensuring that the implementation of this policy and the effects of the inclusion policy on the Nursery School as a whole are monitored and reported to governors.

The Governing Body must ensure that:

- The necessary provision is made for any child with SEND
- All staff are aware of the need to identify and provide for children with SEND
- Children with SEND join in Nursery School activities alongside other children, as far as is reasonably practical and compatible with their needs and the efficient education of other children
- They have regard to the requirements of the SEND Code of Practice (2014)
- Parents are notified if the Nursery School decides to make special educational provision for their child
- They are fully informed about SEND issues, so that they can play a major part in Nursery School self-review
- They set up appropriate staffing and funding arrangements, and oversee the Nursery School's work for children with SEND
- They, and the Nursery School as a whole, are involved in the development and monitoring of this policy
- SEND provision is an integral part of the Nursery School's development plan
- The quality of SEND provision is regularly monitored.

Identification, Assessment and Review of SEND**Identification, assessment and provision**

Identification is made by staff through observations or through information received through other agencies. E.g. concerns expressed by parents / Speech and language therapist / Health Visitors etc.

Canterbury Nursery follows the stages set out in the SEND code of practice 2014.

SEND code 2014 – p84, 5.28

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner

observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEND. All the information should be brought together with the observations of parents and considered with them.

Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.

Parental concerns about a child's progress

- If a parent/carer has a concern about their child's progress they should speak to the child's Key Person or Unit Leader initially.
- If parents/ Carers are not happy that the concerns are being managed and that a child is still not making progress they should speak to the SENDCO or Head of School.

The graduated approach

The graduated approach will be led and co-ordinated by the setting SENDCO working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and The Developmental Journal.

The Access, Plan, Do and Review cycle will be used in line with the SEND code of practice 2014. (p86 & 87) Parents will be involved throughout. The SENDCO will also use Bradford's EYFS guidance on SEND and Professional Agency guidance on the different ranges of need to develop an appropriate IEP to meet their developmental needs.

- The staff need to gather information through observations and a record of achievement to identify any concerns
- The concerns are raised at a planning/staff meeting
- Parents/carers are consulted and any concerns discussed.
- An Individual Education Plan (ILP) is written by the key person/ class teacher with support from the SENDCO and put into place. Provision for extra support is made within the resources of the nursery
- The staff team remain responsible for working with the child on a daily basis
- Any interventions must be reviewed termly

Involving specialists

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, appropriate specialists are contacted and involved. They provide specialist resources, equipment and interventions to enable the child to make progress towards the desired learning and development outcomes.

If a child has been identified as needing more specialist input instead of or in addition to class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the Nursery School in enabling all children to make progress.

Before referrals are made parents will be invited to a meeting to discuss the child's progress and help plan possible ways forward. If it is agreed that the support of an outside agency is a way forward, parent's will be asked to give their permission for the Nursery School to refer a child to a specialist professional e.g. Educational Psychologist. This will help the Nursery School and the parent's to understand the child's particular needs better. The specialist professional will work with the child to understand their needs and make recommendations, which may include:

- Making changes to the way the child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set targets which will include their specific professional

Review

At the review it may be decided that

- The child may be considered to no longer have any special educational needs.
- Intervention may need to continue at this stage
- The planned action has not helped the child to progress
- Help from external agencies as well as further intervention is required.

Interventions and Group Times

In the Woodland Suite, children access a daily group time with activities planned by a teacher to meet each child's needs and interests based on key curriculum themes.

A number of interventions take place weekly to suit and support all abilities. These include:

- All Aboard
- Baking
- PE
- Immersion
- Forest Schools
- Swimming
- Woodwork

In the Meadow Suite the children accesses a daily group time planned and taught around needs and interest by the key practitioner in the Butterfly, Caterpillar and Ladybird Rooms.

Early Years Enhanced Specialist Provision

The Nursery School has a number of Early Years Enhanced Specialist Provision Places for children aged 2-5. These are assessment places that would lead to an Education, Health and Care Assessment and potentially an Education, Health and Care Plan.

Training:

All staff have opportunity for training on SEND issues from relevant agencies. (See training record)

Transitions

We recognise that 'moving on' can be difficult for a child with SEND. We also recognise the anxieties for the families and take steps to ensure that any transition is as smooth as possible.

When a child is joining the Nursery the following things will happen:

- A home-visit where information is gathered about the child interests, strengths and health needs and also when any concerns can be discussed
- Visits Nursery as many times as needed before your child starts Nursery
- A settling in period will be provided tailored to meet the needs of the child

When your child is moving rooms in Nursery

- Parents/ Carers will meet the new key person
- Information about the child will be shared with their new key person
- The new key person will visit the child in the current room.
- The child will visit and play in their new room.

When a child is moving to another school:

- Teachers from the new school will visit the child at Nursery and meet with the Key Person/ Teacher to pass on any information.
- Where necessary, we will contact the new school's SENDCo and arrange a meeting between Parents and SENDCo.
- A Transition plan will be drawn up.
- Any special arrangements and support will be put in place for parents and children.
- We will make sure that all records about each child are passed on as soon as possible to the receiving school

Monitoring Progress

A child's progress is continually monitored by their class teacher through ongoing observations and records of achievement. The following documents will be used:

- EYFS developmental stages
- A detailed communication assessment
- Developmental Journal may also be used
- Individual Learning Plans (ILP)

All information is shared with parents through:

- Parental consultations and Sharing Learning Days
- ILP reviews
- Team Around the Child (TAC) meetings

A range of ways will be used to keep Parents/ Carers informed which may include:

- Day to day discussions and dialogues
- Phone calls home
- Home/ school diaries
- Additional meetings as required

The progress of children with a statement of SEND or EHC Plan (at Bradford's range 4) is monitored through Developmental Journal Tracking and formally reviewed at an Annual Review with all adults involved with the child's education.

Arrangements can be made at any time with a child's Teacher / Key Person to discuss any concerns

The SENDCO (or Head of School) is available to meet with Parents/ Carers to discuss a child's progress or any concerns/worries they may have.

The Class teacher and or SENDCO will also arrange to meet to discuss any new assessments and ideas suggested by outside agencies for your child.

How to Help Me to Learn documents will be renewed each term with supportive ideas for home.

If you child is undergoing any further assessments you will also be supported by the SENDCo to ensure that you fully understand the process.

Facilities and Resources

The SEND children are included as part of the class in each of the nursery units and access all areas of the Nursery School and Centre for Children and Families. The nursery units are accessible to children with physical disability. We have a hygiene suite with appropriate changing facilities.

Lifts are provided for access to different floors. We ensure that equipment used is accessible to all children regardless of their needs. In addition to the nursery learning suites, Nursery School also has a Sensory Room, Movement Studio and Immersive Technology.

Supporting Children with Medical Conditions

1. The Nursery is an inclusive community that aims to support and welcome all children including those with medical conditions

- The governing body understand that it has a responsibility to make arrangements for supporting children with medical conditions who currently attend and to those who may attend in the future.
- Children with medical conditions are encouraged to take control of their condition where possible.
- The Nursery ensures all children have the same opportunities, including those with medical conditions.
- The Nursery school aims to include all children with medical conditions in all activities.
- The Nursery school ensures all staff understand the needs of all children.
- Parents of children with medical conditions feel secure in the care their children receive both at Nursery.
- All staff are confident in knowing what to do in an emergency and receive regular training to do so.
- There is knowledge that certain medical conditions are serious and can be potentially life-threatening.
- All staff understand the common medical conditions¹ that can affect all children in Nursery. Staff receive training on the impact this can have on children.

2. All staff have a sound knowledge, understand their role and are trained to a level that fulfills and informs them in what to do to support children with the most common and serious medical conditions found at Nursery and how to uphold the policy

- All staff at the Nursery are aware of the most common serious medical conditions they may come across when children are in their care.
- Staff understand their duty of care to children in the event of an emergency. This may include administering medication.
- All staff that work directly with children receive training and know what to do in an emergency for the children in their care with medical conditions.
- Training is refreshed for all staff as appropriate and should be referred to the child's Individual Healthcare Plan.
- Action for staff to take in an emergency for the common serious conditions at the Nursery school is displayed in prominent locations for all staff.
- The Nursery school uses the child's Individual Healthcare Plan to inform the appropriate staff (including supply teachers and support staff) of children in their care who may need emergency help.
- The Nursery school has procedures in place so that the most up to date/single master copy of the child's Individual Healthcare Plan is sent to the emergency care setting with the pupil. On occasions when this is not possible, the form is sent (or the information on it is communicated) to the hospital as soon as possible.
- The Nursery school have plans in place to cover staff absence and sickness.

¹ Common medical conditions include Asthma, Epilepsy, Diabetes and Anaphylaxis

The following roles and responsibilities are recommended practice within the policy. These roles are understood and communicated regularly.

Governing Body

The Nursery school's Governing body has a responsibility to:

- Uphold the Equality Act 2010 and make any reasonable adjustments.
- Ensure that arrangements are in place to support children with medical conditions (plans and suitable accommodation). In doing so they should ensure that such children can access and enjoy the same opportunities as any other child.
- Take into account that many of the medical conditions that require support will affect quality of life and may be life-threatening and therefore focuses on the needs of the individual child.
- Make sure the supporting medical conditions in school policy is effectively implemented, monitored and evaluated and updated in line with the school policy review timeline.
- Ensure all parents are fully aware and understand their responsibilities

Executive Head Teacher or Head of School

The Nursery school's head teacher has a responsibility to:

- Ensure the Nursery school puts the policy into practice and develops detailed procedures.
- Liaise between interested parties including child, all practitioners working with the child, SENCO, practitioners, parents, governors, the Local Authority and local emergency care services and seek advice when necessary.
- Ensure that information held by the Nursery school is accurate and up to date and that there are good information sharing systems in place using child Individual Healthcare Plans.
- Ensure child confidentiality.
- Assess quality assured training and support the development needs of staff and arrange for them to be met via external training when necessary.
- Ensure all supply teachers and new staff know the medical conditions policy.
- Delegate a staff member to check the expiry date of medicines kept at Nursery and maintain the medical register.
- Monitor and review the policy at least once a year and update according to review recommendations and recent local and national guidance and legislation.
- Report back to all key stakeholders about implementation of the policy.

All Nursery School staff

All staff at the Nursery have a responsibility to:

- Be aware of the potential triggers, signs and symptoms of common medical conditions and know what to do in an emergency by receiving whole Nursery awareness training.
- Be aware that medical conditions can affect a child learning and provide extra help when the child needs it.
- Understand the policy and how this impacts on children and education.

- Know which child in their care have a medical condition and be familiar with the content of the child Individual Healthcare Plan.
- Ensure medication is kept in a safe, secure location that is easily accessible by staff.
- Maintain effective communication with parents including informing them if their child has been unwell at Nursery.
- Ensure medications are taken during visits.
- Be aware of child with medical conditions who may be experiencing bullying or need extra social support.
- Understand the common medical conditions and the impact it can have on child.
- Ensure all child with medical conditions are included in all activities and events at Nursery.

First aider

First aiders have a responsibility to:

- Give immediate help to casualties with common injuries or illnesses and those arising from specific hazards.
- When necessary ensure that an ambulance or other professional medical help is called.

Special Educational Needs Coordinators (SENCO)

The SENCO has responsibility to:

- Help update the Nursery's Inclusion Policy.
- Know which children have a medical condition and which have special educational needs because of their condition.
- Be the key member or liaise with other staff to ensure child with medical conditions continue to make expected progress.
- Ensure children are included in all events and activities in Nursery.

Other healthcare professionals, including GPs and pediatricians have responsibility to:

- Notify the Nursery School when a child has been identified as having a medical condition that will require support.
- Provide advice on developing healthcare plans.
- Consider that Specialist local health teams may be able to provide support in schools for children with particular conditions (e.g. asthma, diabetes, epilepsy).

Parents

The parents of a child at the Nursery School have a responsibility to:

- Tell the Nursery if their child has a medical condition.
- Ensure the Nursery has a complete and up-to-date Healthcare Plan for their child.
- Inform the Nursery about the medication their child requires during session hours.
- Tell the Nursery about any changes to their child's medication, what they take, when, and how much.
- Inform the Nursery of any changes to their child's condition.
- Ensure their child's medication and medical devices are labelled with their child's full name

and date of birth and a spare is provided with the same information.

- Ensure that their child's medication is within expiry dates.
- Inform the Nursery if your child is feeling unwell.
- Ensure their child has regular reviews about their condition with their doctor or specialist healthcare professional and information that will require the school to support your child is passed on to them.

3. All staff understand and trained in the Nursery School's general emergency procedures

- The Nursery has a general Health and Safety Policy that includes risk assessments and have arrangements in place to deal with emergencies.
- All staff know what action to take in the event of a medical emergency. This includes:
 - How to contact emergency services and what information to give
 - Who to contact within the Nursery School.
- Action to take in a general medical emergency is displayed in prominent locations for staff.
- If a child needs to be taken to hospital, a member of staff will always accompany them and will stay with them until a parent arrives. The Nursery tries to ensure that the staff member will be one the child knows.
- Staff should not take child to hospital in their own car it is safer to call an ambulance

4. The Nursery school has clear guidance on the administration of medication at Nursery and what is deemed as unacceptable practice

Administration – general

- The Nursery School understands the importance of medication being taken as prescribed.
- There are several members of staff at this Nursery who have been specifically trained to administer medication and received the relevant training from healthcare professionals.
- If a trained member of staff, who is usually responsible for administering medication, is not available the Nursery makes alternative arrangements to continue to provide this support.
- For medication where no specific training is necessary, any member of staff may administer prescribed and non-prescribed medication to children under the age of 16, but only with the written consent of their parent.
- Training is given to all staff members who agree to administer medication to children, where specific training is needed. The local authority provides full indemnity.
- Parents understand that if their child's medication changes or is discontinued, or the dose or administration method changes, that they should notify Nursery immediately.
- If a child refuses their medication, staff should not force them and record this and follow procedures set out in the Individual Healthcare Plan. Parents are informed as soon as possible.

Administration – Emergency Medication

- i. Emergency medication must be in a safe place that is quickly and easily accessed by staff.

5. The Nursery School has clear guidance keeping clear and up to date records which supports the

planning and access to school

Administration/Admission forms

- Parents are asked if their child has any health conditions or health issues on the admission form. Parents of new children starting at other times during the year are also asked to provide this information on admission forms.

Nursery School Medical register

- Individual Healthcare Plans are one document that is used to create a Medical register of children with medical needs, not all children with medical conditions will need an individual plan. An identified member of staff has responsibility for the medical register.
- The identified member of staff has responsibility for the medical register and follows up with the parents any further details on a child Individual Healthcare Plan required or if permission for administration of medication is unclear or incomplete.

Individual Healthcare Plans

Drawing up Individual Healthcare Plans

- An individual Healthcare plan may be initiated by a member of staff, plans should be drawn up with the input of healthcare professionals e.g. Specialist Nurse, parents and the child.
- As a sign of good practice, Nursery will use Individual Healthcare Plans to record important details about individual children's medical needs at Nursery, their triggers, signs, symptoms, medication and other treatments and used to identify the level support they need. Further documentation can be attached to the Individual Healthcare Plan if required
- An Individual Healthcare Plan, accompanied by an explanation of why and how it is used, is sent to all parents of children with a long-term medical condition.
- If a child has a short-term medical condition that requires medication during session times, a medication form is to be completed by parents with their room leader or key person

Ongoing communication and review of the Individual Healthcare Plan

- Parents are regularly reminded to update their child's Individual Healthcare Plan if their child has a medical emergency or if there have been changes to their symptoms (getting better or worse), or their medication, treatments or conditions change.
- Staff use opportunities to invite parents to review and check that information held by the Nursery on a child condition is accurate and up to date.
- Every child with an Individual Healthcare Plan has their plan discussed and reviewed at least once a year.
- Where the child has SEND, the Individual Healthcare Plan should be as part of the graduated approach of Assess, Plan, Do, Review and/or linked to their statement or Education Health and Care Plan if they have one.

Storage and access to Individual Healthcare Plans

- The Nursery ensures that all staff protect confidentiality.

- Individual Healthcare Plans are kept in a secure central location as well as in the learning suite the child is in.
- All members of staff who work with groups of children will access the Individual Healthcare Plans to provide support with their planning of teaching and learning.
- When a member of staff is new to a pupil group, for example due to staff absence, the Nursery makes sure that they are made aware of (and have access to) the Individual Healthcare Plans of children in their care.
- The Nursery seeks permission from parents to allow the Individual Healthcare Plan to be sent ahead to emergency care staff, should an emergency happen during session times or at a planned activity outside the building. This permission is included on the Individual Healthcare Plan.

Use of an Individual Healthcare Plan

- Individual Healthcare Plans are used by the Nursery school to:
 - Inform the appropriate staff and supply teachers about the individual needs of children with a medical condition in their care
 - Identify common or important individual triggers for children with medical conditions at Nursery that bring on symptoms and can cause emergencies. The Nursery uses this information to help reduce the impact of common triggers
 - Ensure that all medication stored at Nursery is within the expiry date
 - Ensure the local emergency care services have a timely and accurate summary of a pupil's current medical management and healthcare in the event of an emergency
 - Remind parents of a child with medical conditions to ensure that any medication kept at Nursery for their child is within its expiry dates. This includes spare medication.

Consent to administer medicines

- If a child requires regular prescribed or non-prescribed medication whilst at Nursery, parents are asked to provide consent on their child's Individual Healthcare Plan giving the pupil or staff permission to administer medication on a regular/daily basis, if required.
- All parents of children with a medical condition who may require medication in an emergency are asked to provide consent on the Individual Healthcare Plan for staff to administer medication.

Other record keeping

- The Nursery school keeps an accurate record of each occasion an individual pupil is given or supervised taking medication. Details of the supervising staff member, pupil, dose, date and time are recorded. If a pupil refuses to have medication administered, this is also recorded and parents are informed as soon as possible
- The Nursery school holds training on common medical conditions once a year. A log of the medical condition training is kept and reviewed every 12 months to ensure all new staff receive training.
- All Practitioners who volunteer or who are contracted to administer medication are provided with training by a healthcare professional. The Nursery school keeps a record of staff who have had training.

6. There is clear guidance on the safe storage and handling of medication at Nursery.

Safe storage – emergency medication

- Emergency medication is readily available to children who require it at all times during the school day or at off-site activities. If the emergency medication is a controlled drug and needs to be locked up, the keys are readily available and not held personally by members of staff.

Safe storage – non-emergency medication

- All non-emergency medication is kept in a secure place, in a lockable cupboard in a cool dry place.
- Staff ensure that medication is only accessible to those for it is prescribed.

Safe storage – general

- There is an identified member of staff who ensures the correct storage of medication.
- All controlled drugs are kept in a locked cupboard and only named staff have access. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens should be accessible in an emergency.
- It is the parent's responsibility to ensure new and in date medication comes into Nursery on the first day of the new academic year.
- Three times a year the identified member of staff checks the expiry dates for all medication stored.
- The identified member of staff, along with the parents of children with medical conditions, will ensure that all emergency and non-emergency medication brought in the setting is clearly labeled with the pupil's name, the name and dose of the medication and the frequency of dose.
- All medication is supplied and stored in its original containers/packages. All medication is labelled with the child's name, date of birth, the name of the medication, expiry date and the prescriber's instructions for administration, including dose and frequency.
- Medication will be stored in accordance with instructions, paying particular note to temperature.
- Some medication may need to be refrigerated. All refrigerated medication is stored in an airtight container and is clearly labelled. Refrigerators used for the storage of medication are in a secure area that is only accessible to staff.
- All medication is sent home with children at the end of the school year. Medication is not stored in summer holidays.

Safe disposal

- Parents will be asked to collect out-of-date medication.
- If parents do not pick up out-of-date medication, or at the end of the school year, medication is taken to a local pharmacy for safe disposal.
- A named member of staff is responsible for checking the dates of medication will arrange for the disposal of any that have expired.
- Sharps boxes are used for the disposal of needles. Parents obtain sharps boxes from the child's GP or pediatrician on prescription. All sharps boxes in Nursery are stored in a locked

cupboard unless alternative safe and secure arrangements are put in place on a case-by-case basis. Arrangements should be made for their safe disposal.

- If a sharps box is needed on an off-site or residential visit a named member of staff is responsible for its safe storage and return it to Nursery or the child's parent.

7. Inclusion policy is regularly reviewed, evaluated, consulted with stakeholders and updated.

- The policy is reviewed, evaluated and updated annually in line with the school's policy review timeline and receives a full consultation with stakeholders.
- Any new government guidance is actively sought and fed into the review, guidance will be provided by Local Authority Officers.
- When evaluating the policy, the Nursery school seeks feedback and further consultation on the effectiveness and acceptability of the medical conditions policy with a wide-range of key stakeholders within the Nursery, health settings and with parents and children.
- Parents, school staff, governors, relevant local health staff and any other external stakeholders are informed and regularly reminded about the policy and how they impact on its implementation and review.

8. Complaints Procedure

- If parents or carers have concerns or a dissatisfied with the support provided they should directly contact the Nursery and follow the complaint procedure.

Legislation and Guidance

This policy and guidance has been compiled using recommended government documents and Acts, these include;

Supporting children with Medical Conditions – September 2014
Special Educational Needs and Disability Code of Practice: 0-25 years
Children and Families Act 2014 – Part 5: 100
Health and Safety: advice for schools – June 2014
Equality Act 2010
The management of Health and Safety at work regulations 1999
Education Act 1996
Health and Safety at work Act 1974
Medicines Act 1968

The Local Authority will provide both national and local guidance.

For further information and guidance see;

<https://www.gov.uk/government/publications/supporting-children-at-school-with-medical-conditions--3/supporting-children-with-medical-conditions-links-to-other-useful-resources--2>

Confirmation the Policy in respect of Canterbury Nursery School and Centre for Children and Families has been discussed by the Governing Body

Signed by:

Chair of Governors: Date:

Executive Head / Head of School: Date

Agreed at the Governing Body Meeting on: