

INCLUSION POLICY

Statement of intent

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

Aims

- All children and their families feel included, secure and valued within our pre-school, regardless of; gender, racial origin, cultural or social background (including religion, language, class, and family pattern), special educational needs, disability or sexuality.
- Every child attending our pre-school whatever their needs has the same choices and opportunities in accessing services within our pre-school.

Methods

The role of our Special Educational Needs Co-ordinator

We ensure that the provision for children with special educational needs (SEN) and disabilities is the responsibility of all members of the setting. The daily responsibility for inclusive practice falls to our Special Educational Needs Co-ordinator, Adele Laycock, who;

- Liaises with parents;
- Liaises with other professionals;
- Advises and supports other practitioners in the setting;
- Ensures that appropriate Individual Educational Plans (IEP's) are in place;
- Ensures that relevant background information about our children is collected, recorded and updated;
- Takes the lead in further assessments of children's strengths and weaknesses to guide the planning in order to meet their needs;
- Takes the lead in monitoring and reviewing any action taken to support the children;
- Ensures that appropriate records are kept for children requiring a Graduated Response and for those with Education and Health Care Plans;
- Takes responsibility for monitoring Equal Opportunities;
- Takes responsibility for Looked After Children.

Admissions

All children are welcomed and admitted into our pre-school according to our admissions policy (please see separate policy). Relevant information will be collected from the child's parent/ carer so that we are able to include the child fully within the pre-school. Children with a disability will not be treated less favourably for a reason relating to their disability. If a child is considered to have special needs there will be a consultation between staff and parents/ carers. After this consultation any

reasonable adjustments to our setting, which are felt necessary to allow us to meet the needs of the child, will be made.

Partnership with Parents

Our pre-school recognises that parents are the primary educators of their children; they influence their social and emotional development and play an important role in their learning and education. Where children with special educational needs and / or in need of social inclusion are concerned this is even more important. We respect and aim to meet the differing needs that parents may have themselves. We encourage parents to share information about their child and to be involved in shared record keeping and in drawing up individual educational plans. We share results of our observations and record keeping with parents at formal and informal meetings; this enables joint decisions to be made. We provide parents with information on sources of independent advice and support and liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.

Identification and Assessments

Our setting recognises the importance of early identification of special educational needs as outlined in the Special Educational Needs Code of Practice, (2001), and we aim to achieve this by;

Carrying out regular observations in the pre-school setting of all children.

Having regular discussions with all children's parent/carers. These take place informally at the beginning and end of sessions.

When concerns are raised by a practitioner or parent about a child, we follow a graduated response as detailed in The Code Of Practice (2001), namely Early Years Action, Early Years Action Plus and Statutory Assessment.

Graduated Response

During this stage help is sought from our Special Educational Needs Co-ordinator (SENCO). Our SENCO and colleagues collect information about the child and seek additional new information from the parents. They then decide on the action needed to help the child to progress in consultation with the parents/ carers. Strategies employed to enable the child to progress are recorded within an individual Educational Plan (IEP). The IEP focuses on 2 or 3 targets and will be discussed with the parents and the child. IEP's are reviewed regularly, at least once a term. IEP's are mapped into our planning wherever possible.

Referrals to SENIT

Early Years Action Plus is characterized by the involvement of external support services who can help us with advice on new IEP's and targets, provide more specialist assessments, give advice on the use of new or specialist strategies or materials or support for particular activities. The parents will be asked to give written permission

before an outside agency observes their child or their records are shared and will normally meet with them following these observations. These external agencies will usually view the records held on the child and observe the child in the setting. IEP's will be reviewed at least every half term.

Education and Health Care Plan Assessment

In a small number of cases, when help given through a Graduated Response is not sufficient to enable the child to progress satisfactorily, we can apply for a statutory multi-disciplinary assessment from the LEA. The child's parents/carers will be fully involved in the discussion leading up to this decision. The LEA will then decide whether an Education and Health Care Plan assessment is required and if so conduct the assessment in close collaboration with parents, staff and other agencies already involved. Parents should receive written notification of the outcome of the assessment within 12 weeks of the start of the Education and Health Care Plan assessment. The LEA may decide to issue a written statement of the child's special needs and the provision that they consider necessary to meet these needs.

Facilities

We aim to provide equality of opportunity for all children and adults to make use of the varied facilities available at our setting. The portacabin is accessible for wheelchairs through the main entrance/exit. The outdoor play area can also be reached via the main entrance/exit. There is an accessible disabled toilet in the entrance area.

We provide a range of learning opportunities both inside and outside, to enable all children to access the 6 areas of learning contained within the early years foundation stage curriculum. We will make reasonable adjustments to our policies, practices and procedures in order to allow equality of access and to avoid putting pupils with special needs at a substantial disadvantage, this may include providing auxiliary aids and services and making physical changes bearing in mind the limitations of the lease of our premises.

Staffing

We have a high staff/ pupil ratio within our pre-school with never more than 8 children to each adult. Children under three years of age always require a ratio of at least 1 adult to 4 children. Our key worker scheme ensures that each child has a member of staff who is responsible for ensuring their individual needs are met, appropriate records are kept and for liaising with their parents/ carers and other members of staff. However, all members of staff are aware of the individual needs of children so that consistency and continuity of care can be provided. Where staff have been appointed to work individually with children with specific individual needs they will be over and above the staffing levels required by OFSTED.

Training

We are committed to providing continuing staff training with regards to inclusion and special needs issues. Our SENCO attends area SENCO training meetings whenever possible and feeds information from these back to other members of staff.

Curriculum

We aim to ensure that all children have equality of access to the early years foundation stage curriculum. Our planning identifies how activities will be differentiated to meet children's individual needs. Activities are differentiated in many ways such as in the way they are presented/ explained, by the support given, by expectation and by outcome. Children are grouped according to the task in hand, sometimes working individually or in pairs, and sometimes in small or large ability or mixed ability groups. We try to make sure that our topics and activities reflect the children's own interests and home life and also broaden their experiences to celebrate the diversity of the World around us.

Resources

Our resources support learning in all 6 areas of the early years foundation stage curriculum and are appropriate to the developmental stage of the children in the setting. Our resources reflect a variety of cultures and life styles and posters and books depict cultural diversity. We consider it important that our resources promote a positive self-image for all children and adults within our setting. Our resources are regularly reviewed and updated as the budget allows. Children with individual needs may require modified or specialist resources and wherever possible these will be provided.

Transition into school

We work closely with all appropriate Primary Schools in order to provide a smooth transition for our children into school and to share good practice. Our preschool leader liaises with teachers from local primary schools to support and develop good transition arrangements.

Children usually attend a small number of introductory sessions in their new school in the term prior to them leaving our pre-school. Where a child has been identified as needing additional visits these are arranged in consultation with the parents and the school. Additionally it is sometimes valuable for the school staff to visit and observe the child in their pre-school setting or for the child's key worker to accompany them on their visits into school.

Records that we have kept on individual children during their time with us are given to their parents when the child leaves our pre-school together with transition notes for the child's new teacher to allow continuity and progression.

Where children have more complex needs the feeder schools are given information in advance, with the parent's permission, so that provision can be made in the school's budget.

If there are outside agencies involved they are also consulted about the transition into school so that their input can be included.

We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually. We provide a complaints procedure and monitor and review our policy annually.

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