

Inclusion Policy

Inclusion is meant in the widest sense. Therefore our Inclusion policy incorporates the following aspects and areas:

- rights of children
- rights of parents/carers
- rights of students and all staff
- individuals with special educational needs and/or a disability
- those from minority ethnic groups;
- travellers and any other diverse cultural groups or other groups at risk of exclusion or social exclusion.
- those with English as an additional language
- equal opportunities

Our Aims

1. To ensure all children have full access to Early Years Education through the Early Years Foundation Stage.
2. To ensure all children are able to develop in a caring and considerate environment where the staff and the children are all valued for their contribution to nursery life.
3. To ensure our nurseries are committed to the early identification of children with Special Educational Needs (SEN) and to adopting clear and open procedures which are outlined in this policy.
4. To work in partnership with parents who are fully involved in all decisions that affect their children's care and education.
5. To work with agencies and other care providers in a professional and open manner to enable individual needs to be met in a timely and purposeful way.
6. To provide, within available resources, the highest possible quality support and inclusive care and education for children with SEN or other additional needs.

Purpose of these aims

To meet the individual needs of children in our setting.

1. To ensure that Inclusion and Equal Opportunities are put into practice.
2. To raise quality and standards.
3. To recognise the rights of the child.
4. To encourage parent/carers to use the provision.
5. To increase awareness of staff families and children.

The role of our Special Educational Needs Co-ordinator

Since September 2001 it has been a requirement for all settings, who are registered for the Nursery Education Grant, to appoint a named setting based Special Educational Needs Co-ordinator (SENCO).

Our setting based SENCO:

- Works with the staff team to agree and implement the Inclusion Policy
- Co-ordinates the Special educational Needs provision within our setting
- Offers support for parents
- Supports staff development
- Liaises with other agencies
- Keeps appropriate records
- Assists staff in making observations and assessments
- Assists staff in planning for children with Special Educational Needs
- Contacts our Area SENCO at an early stage for informal advice and support

When a child starts

Parents are asked to complete a child details form, a Care Plan and an All about Me sheet. These are reviewed and updated following discussion between the parent/carer and or the nursery manager/key person

Through discussion with the parent and the staff the most appropriate 'settling in' programme for a child will be decided upon. This will vary from child to child dependent on their individual needs. Their (Key Person) will welcome and help settle the child into the nursery.

Partnership with Parents and Carers

Parents are consulted at every level of intervention and have a right to be involved in discussions about their child. Working in Partnership meetings will be held and documented in individual Learning Journey's (or other appropriate place). Any procedures will be explained so we can develop a close working relationship. Parents will be made aware of any targets being set for their child. Parents will be offered advice about supporting their child at home if they so wish. We understand the effectiveness of any intervention will depend upon the level of involvement of parents.

Consultation with parents is made informally on a daily basis as well as approximately, six-weekly invitations to share their child's Learning Journey with their child's key person. Additional consultation is made at either the parents or the nursery request at a mutually convenient time. We are committed to making sure all our contacts with parents and others are informative, friendly and supportive for all those concerned.

Please refer to the Working in Partnership policy for full details.

Identification and Assessment of Special Educational Needs

Definition of SEN (From the SEN Code of Practice)

A child has SEN if she or he has a learning difficulty that calls for special educational provision to be made for her or him.

A child has a learning difficulty if she or he:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability that either prevents or hinders the child from making use of existing facilities or resources for children of the same age in the nursery.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which she or he will be taught. Please see below under equal opportunities.

Identification, assessment and provision

The need for early identification is paramount. It is made either by parents, staff, from information received from previous nursery provision or from other external sources.

The nursery follows the Stages set out in the Code of Practice. This identifies the stage the child is at, and clarifies who is responsible for the additional provision that is needed to support the child's progress.

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. All observations and assessments may be found in each child's Learning Journey.

Meetings for parents of children at Early Years Action Plus will be organised quarterly to review and write IEPs. These meetings will include other professional bodies if this is thought appropriate by those concerned.

If it is found that a child's needs cannot be met through nursery without additional support then advice will be sought from the local Education Authority SENCO to seek extended funding.

The Staged Model of Special Educational Needs

Parents will be fully included and informed at every stage of the model.

Early Years Action

The staff in consultation with the SENCO need to gather information to assess the child's learning difficulties. An Individual Education Programme (IEP) is written and put into place. Provision for extra support is made within the resources of the nursery.

Early Years Action Plus

As at Early Years Action, with additional support from specialists from outside the nursery.

Request for Statutory Assessment

The child is considered for Statutory Assessment and the staff in consultation with the SENCO, parents and outside specialists. The LEA considers the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment.

Statement of Special Educational Needs

If the LEA decides that there is sufficient need for statutory assessment further evidence will need to be collected by the nursery. The SENCO in consultation with the staff, parents and outside specialists will write a full assessment. The LEA considers the need for a statement of special educational needs and if appropriate, make a statement and arrange, monitor and review provision.

Links with support services and other agencies

The nursery recognises that to provide a fully inclusive and supportive environment there is a need when considering SEN to work closely with the full range of support services and external agencies. Agencies are called upon when support is required for a specific need. The nursery also works closely with agencies when information is requested to support a child.

Staffing and Training

Staffing

The nursery fully complies with the Ofsted requirements for staffing. If there is a need for an increase in staff due to issues surrounding inclusion, resources will be met initially within the nursery's budget and then depending on need, additional funding will be sought.

Training

The nursery SENCO will participate in the training on inclusion provided by the local authority Early Years Partnership as well as other training needed to provide a high quality of provision for the nursery, for example, Makaton signing. He/she will keep up-to-date with changes in legislation through regular liaison with the local authority team.

Equal Opportunities

Our approach to equal opportunities encompasses the following areas:-

- Admissions
- Working in partnership
- Working with children
- Curriculum
- Food and festivals
- Resources
- Language
- Special needs
- Staff and recruitment

Admissions is detailed under our separate admissions procedures. Working in partnership is detailed at the beginning of this document. Special/Additional Needs is detailed above.

Working with children and the curriculum

The nursery plans using the Early Years Foundation Stage Statutory Framework and Practice Guidance. We aim to:

- Ensure total coverage of the Early Years Foundation Stage.
- Ensure that the activities provide many opportunities for play and for children to learn through play.
- Provide stimulating and interesting work.
- Build on knowledge and skills already acquired and making sure that each child is being stretched and able to reach their own potential.
- Produce plans so that children can work at their own level and pace through a range of activities.

We develop children's sense of identity and raise their self esteem by creating an environment which recognises them as individuals. Examples of this include using their photographs within their rooms to identify their work, personal belongings, family members etc. Staff treat children as individuals and follow personalised care plans at all times. Activities are planned around children's interests and 'next steps' rather than a proscribed format and all rooms are 'enabled' to ensure they have many opportunities to develop their own ideas and follow individual interests.

Food and Festivals

We meet children's dietary requirements (please see food and mealtime policies) following discussion with parents and encourage parents to share family celebrations or religious observances with us to enable staff to include these in the nursery day.

Resources and Language

We aim to provide non stereotypical resources and those which assist in developing children's awareness of the wider world through their play. These are supplemented wherever possible by parents i.e. providing books and/or familiar words and phrases in home language, signage within the room. Baby signing is used in all our nurseries to develop the youngest children's, or those with language difficulties, communication skills.

Staff and recruitment

Please see our staffing and recruitment procedures detailed in the Human Resources handbook..

Monitoring this policy

Criteria for Measuring the Success of the Policy

The criteria for measuring the success of the policy will be specific, attainable, realistic and time constrained. Provision will be monitored by the nursery manager, operations manager and early years manager in conjunction with the SEN coordinator and parents. They should indicate the extent to which the nursery has been successful in meeting the needs of its SEN children.

Complaints

The complaints procedure is available in the nursery for all parents and other parties.