

## **Inclusion and Special Education Needs and Disabilities Policy**

### **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 and Disabilities (SEND) 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 the highest possible quality support and inclusive care and education for children with SEND 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 designated SENCo for Bell House Nursery is: Jody Stewart**

**The Deputy designated SENCo is: Annie Tolchard**

**The role of our Special Educational Needs Co-ordinator;**

- Co-ordinates the Special educational Needs provision within our setting
- Offers support for parents
- Liaises with other agencies
- Keeps appropriate records
- Assists staff in making observations and assessments
- Assists staff in planning for children with Special Educational Needs and Disabilities
- Contacts our early year's advisor at an early stage for informal advice and support if needed.

**When a child starts;**

Parents are asked to complete a Care Plan if required and an All about Me form. 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. The child's Key Person will welcome and help settle them into the nursery, using their All About Me and Enrolment forms to plan "Settling in Activities" incorporating their interests to ensure the smoothest transition/settling in period possible for each individual child.

**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. Parent's evenings will be held and documented in the child's individual Learning Journey's, 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 with activity ideas to try at home. 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, we operate an open door policy, and the parents are able to view and add to their child's online learning journey at any time. 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.

## **Identification and Assessment of Special Educational Needs**

### **Definition of SEND (From the SEND Code of Practice)**

A child has SEND 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 will be organised quarterly to review and write ISPs. 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.

### **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 SEND 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**

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

### **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 through continuous provision.

### **Food and Festivals**

We meet children's dietary requirements, 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**



Bell House Nursery  
Quality Childcare

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.

**Reviewed By Clare Hayes and Tracy Cox**  
**Reviewed in September 2016**  
**Next review date September 2017**