



## **Inclusion Policy**

### **Statement of Intent:**

At Churchill Pre-School we provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

### **Aim:**

- We provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued
- We make inclusion a thread that runs through all of the activities of the Pre-School
- We have regard for the Special Educational Needs Code of Practice (2015).
- We ensure our provision is inclusive to all children with special educational needs.
- We provide practitioners to help support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

### **Method:**

#### ***Special Educational Needs***

- We have two designated members of staff to be Special Educational Needs or Inclusion Co-ordinator (SENCO/INCCO) and give their name to parents. They are **Danni King and Naomi Williams** and in the absence of either member of staff **Samantha Stone** will act to support the remaining designated member of staff. All of these staff MUST attend regular inclusion training.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the Pre-School. All staff must attend inclusion training on a regular basis. All staff must support children with SEND to achieve their full potential. Failure to do so could be a disciplinary matter.
- We use a graduated response system for identifying, assessing and responding to children's special educational needs.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other pre-schools and schools.

- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating for children with special educational needs and/or additional needs. We implement Individual Progress Plans (IPP's), Behaviour Plans, Personal Education Plans (PEPs) and we review these regularly with parents. We obtain input into these plans from specialist service or other professionals working with the child whenever possible.
- We ensure that children with special educational needs and/or additional needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children and families during the IPP and IPP review process, and through any application for top-up funding and implementation of funding in agreement with parents to support children's individual needs.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our special educational needs policy.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the Pre-School has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We refer children to the North Somerset area SENCO/INCCO as appropriate to ensure effective provision is made to support all children with SEND and/or additional needs.
- We ensure staff are aware of the current process to refer children for assessment for additional support and funding to support children with SEND/additional needs.

### ***Admissions***

- We do not discriminate against a disabled child or refuse any child entry to our Pre-School for reasons relating to disability.
- We develop an action plan to ensure that all individuals can participate successfully in the services offered by the Pre-School and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.
- If unacceptable behaviour is extreme or reoccurs following discussion with staff or parents, staff will be subject to disciplinary action and in the event of severe misconduct may be dismissed summarily from employment at Churchill Pre-School, and parents may be given notice to find alternative educational provision.

### ***Training***

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures.

## ***Curriculum and environment***

The curriculum offered in the Pre-School encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking. The environment should be accessible for all visitors and service users. If access to the Pre-School is found to treat disabled children or adults less favourably we will try to make reasonable adjustments to accommodate the needs of disabled children and adults.

### ***We do this by:***

- Making children feel valued and good about themselves
- Undertaking an access audit to establish if the Pre-School is accessible to all children
- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments (where possible)
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities; eg. avoiding stereotypes or derogatory images in the selection of books or other visual materials
- Creating an environment of mutual respect and tolerance
- Differentiating the curriculum to meet children's special educational needs
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- We encourage children to recognise their own unique qualities and the characteristics they share with other children
- We actively promote equal opportunities and anti-discriminatory practice, ensuring that all children and families feel included, safe and valued.
- We have a strong partnership with parents and keep them involved in sharing their children's progress and development.
- We are aware of parents, staff members and of the multi-disciplinary team's knowledge skills and expertise and use this to work together to support children's learning and progress.
- We aim to identify and respond to any particular difficulties in children's language development at an early stage.
- Our Pre-School's environment is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and songs which reflects our children's different interests, understandings, home backgrounds and cultures.
- We support children with any sensory impairment by providing supplementary experiences and information to enhance their learning about the world around them.
- Working in partnership with specialists such as physiotherapists and occupational therapists we provide time and opportunity for children with physical disabilities or motor impairments to develop their physical skills.
- Obtaining or creating resources to support the learning and development of children with SEND.

### ***Partnership with parents***

- We work in partnership with parents to ensure that the developmental, educational, social, medical, health, cultural and dietary needs of children are met.

### ***Monitoring and reviewing***

- To ensure our policy and procedures remain effective we will monitor and review them annually to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and have a complaints log in place for serious concerns

### **The legal framework for this policy is:**

- The Equality Act 2010
- Children Act 1989, 2004
- Human Rights Act

**NB. This policy should be read in conjunction with the terms of our Equal Opportunities Policy.**

**Policy Date: 6<sup>th</sup> April 2016**

**Review Date: 1<sup>st</sup> April 2017**