



# Inclusion Policy

## Statement of Intent

It is our intention to include and support ALL Children and Adults from all sections of the community at our Pre-school setting.

## Aims

1. At Abbotsham and Alwington Pre-school we promote inclusion for All
2. All children and Adults will be included, valued and supported by fair and clearly communicated procedures
3. We refer to the SEN Code of Practice and Disability Act
  - to promote access for all children to the same range of facilities, services and resources
  - to provide a range of stimulating fun and creative activities which are age and ability appropriate and in line with the Early Years Foundation Stage
  - to meet the individual needs of children and young people in the setting
  - to work in partnership with all involved in the child's upbringing
  - to actively seek the views of children and families and value their contribution
  - to recognise the rights of the child and safeguard the welfare of the child
  - to increase awareness of special needs, minority groups and groups that can be discriminated against
  - to encourage both adults and children to have a positive self image
  - to challenge unacceptable language, actions or beliefs, which may be prejudicial or exclusive to others.

All settings are required to have a named SENCO, Abbotsham and Alwington Pre-schools named SENCO is **Janine Shambrook**. See 'The role of the Special Educational Needs co-ordinator'.

For other persons with day-to-day responsibility for Children with SEN see our introduction booklet.

## Admission Arrangements (See Admissions Policy)

We are an Equal Opportunities Pre-school so therefore All Children and members of the community are welcome. (See Equality and diversity policy)

Information given to parents/carers on Admission:

- given the Introduction booklet
- Supervisor talks parents/carers through our daily routine, the EYFS and development matters are explained, how we plan and termly newsletters are given to parents, we also gather background information on the child and family history.
- Parents/carers are given a form to fill in 'identifying the needs in a Pre-school Child'

Abbotsham and Alwington Pre-school is publicised by the Health visitor, Toddler group, Word of Mouth, St Helens Primary School, <http://informationforfamilies.dcsf.gov.uk/> Posters and our website [www.abbotshamandalwingtonpreschool.co.uk](http://www.abbotshamandalwingtonpreschool.co.uk)

The individual needs of all Children are considered and planned for so their individual needs are met.

The role of Parents/Carers is explained in the Information booklet and the Parental involvement policy.

We have flexibility within our planning at all times time to ensure all children are included successfully within the group.

We have flexibility in settling in procedures to meet individual needs. (See settling in policy)

## **Partnership with Parents/Carers** (See Parental/Carer involvement policy)

### **Our aim**

- To support parents as their children's first and most important educators.
- To involve parents in the life of the pre-school and their children's education.
- To support parents in their own continuing education and personal development.

We value parental knowledge, respecting differing needs parents may have themselves

We promote social inclusion, all children and their families are welcome whatever their beliefs or circumstances. Some ways of doing this are by holding parent/carers coffee mornings, Spring Concert, Nativity Play, Fund raising activities, sports day and mini marathon. All parents/carers are invited to these occasions; they are informed by newsletters and verbally by staff members.

We have regular contact with parents/carers-

- we meet with parents/carers prior to their child starting
- parents/carers can talk to staff prior to the session
- phone number of the supervisor is available to all parents/carers
- the supervisor and key workers have the opportunity to talk to parents/carers and share records and discuss progress of their child during rota help.

If Parents/Carers want to talk privately there are empty rooms within the setting for use.

We abide to the confidentiality policy at all times.

Our pre-school believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our pre-school and will give prompt and serious attention to any concerns about the running of the pre-school. (See complaints procedure)

### **Identification and Assessment**

The importance of early identification and assessment for any child who may have special educational needs cannot be over-emphasised. The earlier action is taken, the quicker appropriate help can be provided.

Abbotsham and Alwington Pre-school observe all children on a regular basis, we have a number of observation sheets, this is to help us to determine what stage the child is at and whether there is cause for concern.

The Early Years Foundation Stage (EYFS) guidance expects that all children will be regularly observed and assessed and this essential ongoing process will be used to guide our planning and delivery of the curriculum.

If concerns are raised we use the graduated response as referred to in the code of practice. (Assess, Plan, Do, Review) Once we have identified that a child has SEN, we put strategies in place and discuss with the parents/carers. If the intervention does not enable the child to make satisfactory progress the SENCO may need to seek advice and support from external agencies. We use the Devon Threshold tool and DAF (Devon assessment framework). If we have a concern about a child we inform the parent/carers and we do not involve a third party without parental consent.

Strategies employed to enable the child to progress is recorded within a DAF, this includes information about short term targets set for the child, the teaching strategies and the provision to be put in place, when the plan is to be reviewed and the outcome of the action taken.

Abbotsham and Alwington Pre-school have regard to the SEND Code of Practice 2014 and the SEN Toolkit 2010. This supports the SENCO and all staff within the setting to promote the inclusion of children with SEN.

Both child and parental participation are crucial to the ongoing planning for individual children. Observations, Assessments, Development Matters and Next Step records are shared regularly with Parents/Carers, and parental involvement is actively encouraged.

All records are kept confidential and are stored in a locked cabinet.

### **Links with support services and other agencies**

We have a commitment to working with Joint Agency Teams (JAT). These have been established for families with special educational needs. They are multi professional teams working together with parents/carers to identify and assess the needs of individual children. Successful partnership with other agencies is in the best interest of the child.

A list of the agencies we work with is at the back of these policies.

Parental consent for referral to other agencies will be sort.

Where parental consent is not given, we will strive to have on-going dialogue with parents and to work to meet the child's needs.

### **Facilities, Staffing and Training**

We will provide access for all Staff, Children, Parents, Carers, volunteers to our setting. Support available – provision for children is a matter for all staff within our setting. All the staff in our setting need sensitivity and knowledge to work with children with SEN and all staff are aware of the individual needs of children, to give consistency and continuity of care. Thought will be given to:

- additional and/or specialist staff or for volunteers, whether or not financial support is available
- implications for general staff deployment
- the role of the key person.

Child/Staff ratios – children aged 3-5 years of age 1 adult : 8 children, although Abbotsham and Alwington Pre school have a ratio of 1 adult : 5 children  
(See staffing and employment policy)

Roles/responsibilities of key person and other staff will be reviewed, discussed and recorded on a 6 monthly basis, with the supervisor.

### **Keyworker duties**

- To work closely alongside the children in the Keyworker group and their families.

- To keep completely confidential any information regarding the children and their families.
- To help the children meet the Early Learning Goals

(For more information on the role of a key worker see Information booklet)

Abbotsham and Alwington Pre-school staff attend at least 4 days training per year and the SENCO attends at least 6 days. Staff feedback from training is vital and we discuss what we have learnt in our general staff meetings.

## **Curriculum, Resources and the Learning Environment**

Abbotsham and Alwington Pre-school practitioners provide relevant learning and development opportunities and set realistic and challenging expectations that meet the diverse needs of children. Planning will be modified, differentiated and delivered in a way to meet the individual needs of all children. This may be through extended support, the presentation and expectation of the curriculum and by using visual prompts.

- The Foundation Stage Curriculum delivery is flexible so can be adapted to meet and take into account the needs of all children within our setting.
- We have flexibility in grouping of the children.
- We aim to provide a curriculum that takes into account and reflect the Children's own interests.
- We will provide resources to support learning in all areas of development.
- Our resources reflect a variety of cultures and life styles, including books which depict cultural diversity.
- Children with individual needs may require modified/specialist resources which the setting will provide within budget limitations. We also have access to a special needs toy library, where we can borrow items.
- Abbotsham and Alwington Pre-school aim to budget 5% of our early years grant to provide SEN equipment or extra staff when needed.
- Furniture and equipment are laid out in the best way possible to utilise the space we have offer to support learning, promote confidence and independence and encourage good behaviour. Risk factors are always taken into consideration.

## **Transition into school**

- We invite reception teachers from our main feeder schools, to come to our Pre-school when possible.
- We are committed to ensure that we have good relationships with all our feeder schools
- When Children leave to go on to School we present them with a book which includes their development records and a selection of the Children's own drawing/paintings taken on a regular basis throughout their time with us. These books can be then transferred onto school by the parents/carers.
- Opportunities are available for the pre-school supervisor to visit the school to meet with the teachers.
- If a child has complex needs the feeder school will be given as much information as possible at the earliest possible time so provisions can be made. If there are outside agencies involved they will be consulted about the provision for transition into school and their input included.

- All children have a transition document which gets passed onto their primary school detailing their age and stage of development.

## **Monitoring the Policy/Complaints Procedure**

### **Monitoring**

Our policy is monitored throughout the year to ensure that the aims of the policy are being realised.

Reviewing monitoring and evaluating the effectiveness of the inclusion policy and the way it works in practice in relation to individual needs of pupils, will be done in a general staff meeting. This will be documented and a review date set and will be stored in the filing cabinet.

The people responsible for monitoring and evaluating effectiveness of the policy, is the setting SENCO and the area Early Years Consultant.

A review of all policies will take place at the annual general meeting of which all Parents, Carers and Staff are invited. The person responsible for the review at the AGM is the chair person.

### **Complaints**

(See complaints procedure)

This policy was adopted at a meeting of Abbotsham and Alwington Pre-school

Held on (date) \_\_\_\_\_

Signed on behalf of the Pre-school \_\_\_\_\_

All policies are reread at least annually, updated if necessary, and signed at our Annual General Meeting.