



Registered Charity No.: 1155711

Inclusion Policy Incorporating Special Educational Needs and Disability and Equal Opportunities

Aim

We aim to:

- Provide a secure and accessible environment in which all children, including those with SEND, are supported to reach their full potential through appropriate learning opportunities.
- Promote equality of opportunity and value diversity for all children and families.
- Encourage all children, irrespective of any special needs and disabilities to be included in all Pre-School activities and opportunities for development.
- Operate, in partnership with parents, a system of observation, assessment and record keeping, which enables us to recognise and monitor the individual needs and progress of each child.
- Operate an inclusive approach to interest in working or volunteering at the Pre-School.
- Provide positive non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups and people with disabilities through our curriculum.
- Challenge and eliminate discriminatory actions and foster good relations between all communities.

We aim to have knowledge of: -

- The principles and legislation of Inclusion and Special Educational Needs and Disability (SEND) in the Early Years.
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014).
- Early Years Foundation Stage Statutory Framework and Practice Guidance (DfE 2014).
- Working Together to Safeguard Children (DfE 2013)
- The Early Help Assessment.
- The Equality Act (2010).

Admissions and the identification of special educational needs

Our Pre-School is open to all members of the community. We do not discriminate against a child or their family, or refuse a child entry to our Pre-School for reasons relating to disability, race, sex, gender reassignment, religion or belief, or sexual orientation.

Children with special educational needs, like all other children, are admitted to St Martin's Pre-School after consultation with their parents, and the Pre-School Manager, Caroline Warner, who is also the Special Educational Needs Co-ordinator (SENCO).

If it is felt that a child's needs cannot be met in the Pre-School without additional personnel and/or equipment, funding will be sought to aim to provide appropriate support.

When a child enters Pre-School with a known special need that requires a high level of support, discretionary funding may be applied for in preparation for entry. If funding is granted, a member of

staff would be appointed as a Learning Support Assistant (LSA) to work and support the child on a 1:1 basis.

We work closely with the parents of all the children in the Pre-School to ensure that:

- We draw upon the knowledge and expertise of parents and, where appropriate the child, in planning provision for their child.
- The child's progress and achievements are shared and discussed with parents on a regular basis.
- Parents know the identity of the SENCO.
- Parents are aware of the arrangements for the admission and inclusion of children with special educational needs.

Observations, assessments (e.g. Learning Journeys, twice-yearly summaries), records and discussions between the child's parents, SENCO and Key Person help to identify a child who is experiencing difficulties.

The inclusion of children with special educational needs

If a child has been identified as having additional needs, then interventions that are additional to or different from our usual curriculum activities and strategies are implemented. This form of provision is called **Early Years Enhanced Local Offer**. At this point we may seek advice from our Early Years and Childcare Services (EYCS) advisor who can advise on strategies. Parental permission would be sought if the advisor was asked to make observations of the child.

An 'Individual Support Plan' (ISP) is written, monitored, reviewed (at least every 8 weeks) and updated by the SENCO, together with the Key Person/1:1 support and the child's parents.

The SENCO ensures that the provision for children with SEND is the responsibility of all staff in the Pre-School and that they are all aware of ISP targets set and are able to support the child to achieve them.

It may be necessary in some cases for the parents to contact their Health Visitor or GP, which may then lead onto referrals to other professionals. These professionals can provide valuable help support and advice to the parents as well as the Pre-School and, subject to parental permission, are invited to observe the child in the Pre-School to help with the setting of ISP targets. Once outside professionals are involved then this form of intervention is called **Early Years Band 1**. Parents will also be informed of any local support groups known to the SENCO and signposted to the local Children's Centre.

If the SENCO, in partnership with the parents and Early Years Improvement Advisor, is concerned that a child is not progressing then an Early Help Assessment Form may be completed to identify the child's needs and Early Support may be applied for, to help co-ordinate services from multi-agency professionals.

The SENCO may also, with the parents' permission, through Surrey EYCS, also contact the Educational Psychology Service to request a visit. The Educational Psychologist could advise on the use of certain strategies/actions both in Pre-School and at home and, if considered necessary, may request a statutory assessment, determining whether an EHCP will be issued.

All professionals involved with the special needs of the child would be required to submit a report. The Pre-School SENCO would be contacted by the child's Case Officer, who will ask for a report to be submitted on the child (Pathway Plan) which will include ISP's as part of the statutory assessment process.

If the child also attends another setting, the SENCO will arrange a visit to observe the child in the other setting, after obtaining permission from the child's parent/carer.

The term before the child moves onto school, the SENCO will liaise with the SENCO/reception teacher and provide the necessary reports. If an EHCP has been issued the school will receive a copy of this in advance.

The SENCO and SSA will attend relevant training workshops and support groups. The Pre-School will apply for an Inclusion Grant on a termly basis if needed in addition to discretionary funding.

Using the curriculum to develop positive attitudes

The curriculum offered in the Pre-School encourages children to develop positive attitudes about themselves as well as to those who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and children. Reasonable adjustments will be made, where possible, to accommodate the needs of children or adults with additional needs.

Within our curriculum we aim to:

- Make children feel valued and good about themselves and others.
- Create an environment of mutual respect and tolerance.
- Help children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Positively reflect the widest possible range of communities in the choice of resources.
- Avoid stereotypes or derogatory images in the selection of books or other resources.
- Celebrate a wide range of festivals.
- Ensure that the curriculum offered is inclusive of children with special educational needs and children with disabilities.
- Ensure that children learning English as an additional language have full access to the curriculum and are supported in their learning, whilst ensuring that they are supported in the maintenance and development of their home language.
- We work in partnership with parents/carers to ensure that the dietary requirements of children that arise from their medical, cultural or religious needs are met. We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Valuing diversity in families

We welcome the diversity of family lifestyles and encourage parents/carers to contribute to the Pre-School through sharing their experiences and cultures with us. We welcome and support families who speak languages in addition to English. We welcome disadvantaged and under-represented groups to join the Pre-School.

Displaying of openly discriminatory behaviour and possibly offensive materials, name calling, or threatening behaviour by staff, parents/carers or children are unacceptable on or around the premises. Any such behaviour will be dealt with through our disciplinary procedures. If, at any time, staff feel threatened by the behaviour of a parent/carer then the police will be called.

This policy has been adopted by St Martin's Pre-School Committee:

Date:	
Signed:	
Role of signatory:	