



Registered Charity No 1035670

Inclusion Policy

This is Beckley Preschool's policy on Inclusion.

Statement of intent

We provide a fully inclusive environment in which all children are supported to reach their full potential, and be included fully in all the settings activities and routines.

Aims

We include all children in our provision.

We provide staff to help support parents and children with special educational needs [SEN]/disabilities.

We identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies.

We work in partnership with parents and other agencies, including therapists, health visitors and paediatricians, in meeting individual children's needs.

We monitor and review our practice and provision and, if necessary, make adjustments.

Methods

We designate a member of staff to be special educational needs co-ordinator (SENCO) to monitor the needs and progress of children who have special needs and to ensure that the parents are aware who this person is.

There will be consultation between the parents/carers, the Manager, the key worker and other members of staff to plan a settling in programme for each individual child.

We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.

We ensure that our inclusive admissions practice ensures equality of access and opportunity.

We ensure that our physical environment is as far as possible suitable for children with disabilities.

We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership, sharing and celebrating progress and achievements and reviewing needs.

Each child and family will have a named key worker who is responsible for ensuring good communication between all parties.

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 SEN/disabilities and their families, including transfer arrangements to other settings and schools.

We provide a broad and balanced curriculum for all children with SEN/disabilities.

We provide a differentiated curriculum to meet individual needs and abilities.

We use a system of planning, implementing, monitoring, evaluating and reviewing Setting based Support Plans for children with SEN/disabilities.

All children in the group, irrespective of their special needs, are encouraged wherever possible and appropriate to participate in all the group's activities.

Beckley Preschool, Beckley Village Centre, Main Street, Beckley, TN31 6RL 01797 260582

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We provide resources (human and financial) to implement our SEN/disability policy. We ensure the privacy of children with SEN/disabilities when intimate care is being provided.

Our staff has access to attend training courses on special needs arranged by professional bodies.

We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.

We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. Setting based Support Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

We provide a complaints procedure.

We monitor and review our policy annually.

Children's specific needs will be monitored, supported and reviewed by the Preschool's staff in consultation with the parents/carers and other professionals including speech therapists, paediatricians, social workers and health visitors.

All members of staff will attend relevant training to ensure they keep up to date with the requirements of all children with special educational needs and regarding specific conditions and disabilities.

Beckley Preschool follow the ESCC Special Educational needs code of practice [2001] when assessing. They suggest the following:

The first level, **Early Years Action**, could be introduced because of the practitioners concern about a child who despite receiving appropriate early educational experiences:

- Makes little or no progress even when a child's identified weakness is targeted with extra support
- continues working at levels significantly below those expected for children of a similar age
- presents persistent emotional and/or behavioural difficulties, which do not respond to the behaviour management techniques usually employed in the setting
- has sensory or physical problems and continues to make little or no progress despite the provision of personal aids and equipment
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

Level Two - Early years action plus

This next level is characterised by the involvement of external agencies such as the Early Years Teaching Support service, County Psychological service, service for children with sensory needs etc. A request of help from an external agency is likely to follow a decision taken by the SENCO and colleagues, in consultation with the parents/carers, during a review of the child's Setting based Support Plan at Early Years Action.

All information gathered and held at Beckley Preschool is confidential and will only be seen by relevant professionals.

Beckley Preschool's Special Educational Needs co-ordinator is:

Sharon Parker

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This policy was adopted by the Management Committee of Beckley Preschool on 22nd May 2008.

This policy was reviewed and updated on 8th March 2020.

Signed on behalf of the management committee

Name of signatory

Role of signatory

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