



Little Swans Day Nursery Inclusion Policy

Reviewed: May 2020

By: Samantha Tranter Nursery Manager

“Little Swans aims to develop a happy friendly secure atmosphere in a learning environment where everyone counts...”

All applications for places at our nursery are treated fairly. No child will be refused a place in the nursery because of their special need, disability, race, gender or background. This policy helps to ensure that the nursery promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Written by Little Swans Practitioners in partnership with parents

Mission Statement

At Little Swans we believe every child has a fundamental right to be cared for in a loving environment and educated by being given the opportunity to achieve and maintain their learning at the highest level possible. Every child has unique characteristics, interests, abilities and learning needs and through a holistic approach to learning, we endeavour to meet them. We believe every child has a right to be included. We consider all children, adults and families should feel welcome and should have an equal chance to benefit from our nursery and everything it provides. We are committed to providing all of our children every opportunity to achieve the highest of standards including those with diverse needs.

We offer a broad, balanced and flexible curriculum, which is accessible to all children and ensures that they are fully included in all aspects of nursery life.

We plan our curriculum to extend our children’s knowledge and experience of other cultures, language and celebrations. We ensure that our curriculum reflects the diversity of our society, and not just our group and seek to combat all forms of discrimination.

At Little Swans, we understand that Inclusion is meant in the widest sense. It incorporates children and young people as well as the rights of parents/carers, students and all staff. It includes individual children with special educational needs and / or disability, as well as those from minority groups; Travellers; and any other diverse cultural groups.

It also includes those with English as an additional language and Children in Public Care (looked after children). Those with specific medical needs; suffering from low self-esteem: or experiencing mental health difficulties are also included. It also incorporates the rights of the child and equal opportunities, as well as any other groups at risk of exclusion or social exclusion.

AIMS

All staff has a responsibility to promote inclusion in the following ways:

- To continue to raise staff awareness of Inclusion via on-going staff development

- To promote self-esteem, self-discipline and positive relationships
- To encourage consistency of response to both positive and negative behaviour
- To ensure that the nurseries expectation and strategies are widely known and understood
- To encourage the involvement of both home and nursery in the implementation of this policy
- To remove the barriers to learning and participation that can hinder or exclude individual children or groups of children and to include pupils in all aspects of nursery life regardless of need

1. All children have a right of full access to Early Years Education through the Foundation Stage Curriculum.
2. All children have a right to expect to learn in a caring and considerate environment where the staff and the children are all valued for their contribution to nursery life
3. The nursery is committed to the early identification of children with Special Educational Needs (SEN) and to adopting clear and open procedures, which are outlined in this policy.
4. The nursery is committed to working closely with parents who are fully involved in all decisions that affect their children's education.
5. The nursery will provide, within available resources, the highest possible quality support and inclusive education for children with SEN.

PURPOSE

1. To meet the individual needs of children in our setting.
2. To ensure that inclusion and Equal Opportunities are put into practice.
3. To raise quality and standards
4. To recognise the rights of the child
5. To encourage parents/carers to use our provision
6. To encourage parents and carers to be actively involved in decisions regarding their child in the nursery
7. To increase awareness of inclusion and how this is put into practice at the nursery
8. To raise awareness of behaviour issues and how children should be integrated into nursery who display challenging behaviour

The role of our Special Educational Needs Coordinator: Since September 2001, it has been a requirement for all settings, who are registered for the nursery education grant, to appoint a named setting based Special Educational Needs Co-ordinator (SENCO). At Little Swans, the named person/s is Rose Boulton and her assistant is Emma Whelan. Our setting is also required to develop and implement a Special Needs/Inclusion policy, which reflects the aims, and practice of the setting and which supports inclusion.

Our setting-based SENCO's:

- Works with other staff to agree and implement the Inclusion Policy
- Co-ordinates the Special Educational Needs provision within our setting

- Offers support to parents
- Supports staff development
- Liaises with other agencies
- Keeps appropriate records
- Assists staff in making observations and assessments
- Assists staff in planning for children with Special Educational Needs
- Contacts our Area SENCO at an early stage for informal advice and support

ADMISSION ARRANGEMENTS

In general, there is no outer limit to the area the nursery serves. However, priority will be determined according to the following criteria:

1. Children with a sibling who will be attending the nursery at the time of admission
2. Children that come through Corporate Funding or Early Education Entitlement with specific criteria attached, or a similar agency, where we have space to accommodate without compromising working parents
3. Priority may be given to the admission of a child whom a particular medical or social justification is demonstrated if the nursery is able to demonstrate it has the facilities to assist in the appropriate way
4. Free entitlement to grant places only, where space allows

WAITING LIST

If the nursery is running at full capacity, we offer to put parents name on a waiting list; we keep their details and inform them as and when a place becomes available. Once a place is available, we will contact the parent and if they still require a position, we arrange for them to attend the nursery to complete their child's record of entry, along with other information.

At this time, they will also be asked to leave a holding fee that will cover the child's first week. Thereafter parents are asked to pay the Friday, in advance of the following week or monthly in advance. Prior to the child starting at the setting, we will arrange a home visit and negotiate with the parent. If a home visit is not arranged then parents are also provided with the opportunity to meet the key person prior to their child starting at the nursery, settling in sessions; these sessions consist of 2/3hr intervals up to a maximum of 5 for children under three years of age and 3 for pre-school. We will also discuss how we can help the parent through the transition period, along with the child. We assess settling in sessions on Individual need and more can be offered if we feel it will benefit the transition for the child/ family.

WHEN A CHILD STARTS NURSERY

When a child starts at the nursery it is good practice to say goodbye and tell them you will see them later. A known adult to the nursery will collect the child at the end of the session. Passwords may be used for this purpose. All parents must read and agree to adhere to the nursery policies when the child starts. These can be found in a black folder by the main entrance as well as on our website. We understand the importance of working alongside of parents/carer in supporting children starting at the nursery, and now carry out home visits.

The child's key person will visit the home or meet with the family at nursery in order to access how best to introduce the child into the nursery setting as well as work alongside, as the parent/s can also find this time of change both unsettling and stressful.

For children with diagnosed profound disability we carry out a home visit initially then we will arrange for the child to come into the setting for observation in the classroom alongside of their peers. From the visit to the family home information gained from the parents and outcome of observations carried out on site we will make an informed decision whether or not the nursery will be able to accommodate the needs of the child.

When a child has started at the nursery and towards the end of the first six-week period, the parent will be asked to come into nursery, date and time convenient for them where a settling in record is completed with the child's key worker, or a member of staff from the same unit. Through discussion with the parent and the staff member, the nursery will ensure as smooth a transition as possible.

PARTNERSHIP WITH PARENTS AND CARERS

Parents are consulted at every level of intervention. Parents have a right to be involved in discussions about their child. Procedures should be explained to parents in order to develop a close working relationship and so parents can be made aware of the targets being set for their child. Parents should be offered advice about how they can work with their child at home if they so wish. The effectiveness of any intervention will depend upon the level of involvement of parents. Consultations with parents are made informally on a daily basis as well as Parents Evening. Additional consultation is made at either the parents of the nursery request at a mutually convenient time. Meeting for parents of children at Early Years Action Plus will be organised termly to review and write IEPs (Individualised Education Plan).

Identification and Assessment of Special Educational Needs:

Definition of SEN (for the SEN code of practice)

A child has SEN if she or he has an additional need that calls for special educational provision to be made for her or him.

A child has an additional need if she or he:

- Has a significant 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 the facilities of a kind provided for the children of the same age in the nursery?

A child must not be regarded as having an additional need solely because the language or form of language of the home is different from the language in which she or he will be taught. Makaton in the Classroom In order to assist children where English is a second language and a nursery app can be accessed to support learning. Staff are involved in training in the simplest terms of Makaton language in order for them to help not only children who speak a different language, but also where children have speech / hearing difficulty and other disabilities that may hamper their learning and understanding.

IDENTIFICATION, ASSESSMENT AND PROVISION

The need for early identification is paramount. It is made either by the staff or from information received from previous nurseries, nursery provision or from other external sources. Parental concern is also taken into consideration. The nursery follows the strategies set out in the revised 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 and collate learning from the home and nursery environments.

Children with other needs are provided for through education plans. Our adult/child ratio enables us to provide all children with adult time and attention.

If it is felt that a child's needs cannot be met through nursery without additional support, then advice will be sought from either the area SENCO or the PSLA (Pre School Learning Alliance) to seek extended funding.

THE STAGED MODEL OF SPECIAL EDUCATIONAL NEEDS

Early Years Action:

The staff in consultation with the SENCO's need to gather information to assess the child's learning difficulties. An Individual Educational Programme (IEP) is written and put into place. Provision for extra support is made within the resources of the nursery.

Early Years Action Plus:

As at Early Years Action with additional support from specialists from outside the pre-school.

Request for Statutory Assessment:

The child is considered for Statutory Assessment and the staff in consultation with the SENCO, parents and outside specialists. The LEA considers the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment.

Education, Health and Care Plans (EHC):

If the LEA decides that there is sufficient need for statutory assessment further evidence will need to be collected by the nursery. The SENCO in consultation with the staff, parents and outside specialists will write a full assessment. The LEA considers the need for an EHC and if appropriate, make a full assessment and plan, which highlights specific needs, actions, and arrange, monitor and review provision.

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 SEN 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.

Agencies presently used by the nursery:

- Speech and Language Therapy • Educational Psychologist • Family Support Service
- Health Visitor • Children's Development Centre • Family Information Bureau

Adults working with children

The adults encountered at the nursery have an important responsibility to model high standards of behaviour both in their dealings with the children and each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within a group
- Promote through example honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, race, ability and disability
- Show appreciation of the efforts and contribution of all

Staff ensure that children:

- Feel secure and know their contributions are valued
- Appreciate and value the differences they see in others
- Are taught in groups that allow them all to experience success
- Use materials that reflect a range of social and cultural backgrounds
- Have challenging targets that enables them to succeed
- Are encouraged to participate fully regardless of need.

This policy is due to be revised May 2021 or when any changes occur within the nursery or legislation, and should be read in conjunction with the following policies:

1. Special Educational Needs Policy
2. Equal Opportunity Policy
3. Behaviour Policy