

SPECIFIC EDUCATION NEEDS AND Disability - INCLUSION POLICY

Statement of intent

This policy describes the provisions we make for children who have a significantly greater difficulty in learning than the majority of children of the same age or who have a disability which prevents them or hinders them using the facilities generally available in the Early Education setting. All children and adults have the right to opportunities that will enable them to reveal their full potential.

Aim

We aim to

- Provide a secure, accessible and inclusive environment in which all our children and adults can flourish and in which all contributions are considered and valued
- Ensure that every child has reasonable access to a range of play opportunities taking account of their different requirements
- Review this policy on a regular basis or when legislation requires us to
- Safeguard good practices to ensure specific educational needs and inclusion

The legal framework for this policy is:

- The Special Educational Needs and Disability 2014
- Children's Act 1989, 2004
- United Nations Convention on The Rights of the Child (1989)
- The Childcare Act 2006 (Every Child Matters Framework)
- Equalities Act 2010
- Early Years Foundation Stage 2014

Method

A Special Educational Needs Co-ordinator (SENCO) is a person who has trained to determine a child's particular needs, offering that child support, supporting parents in understanding, coming to terms with and supporting their child's particular needs/impairment as well as implementing the more general inclusion agenda in the setting. Our named dedicated officers are Chris Watts and Carol Outram. Responsibility for inclusion is a matter for all members of staff however the SENCO co-ordinates the day to day operation of the SEN Policy and provision with Janice Fletcher in her position of pre-school leader being responsible for ensuring that effective inclusive practice is carried out and that policy and procedures reflect relevant legislative duties.

In order to meet our legal duties, promote SEN and inclusion in our setting we follow these procedures:

- Our setting is totally wheelchair accessible and we have the use of two accessible toilets.
- All children are admitted to the pre-school from the age of 2 years 6 months, whether or not toilet-trained (refer to separate Admissions Policy)
- Our key person system ensures that each member of staff is specifically responsible for, and builds up a good relationship with, just 5 or 6 children, ensuring that each child receives plenty of adult time attention.
- All our children are observed on a frequent basis in order to monitor and review their progress through the foundation stage.

- If a specific need is identified, parental permission will be sought to investigate further using observations, planned targets and SEN support to ensure the child's needs are addressed. Multi- agency / inter professional working may be required in order to gain the maximum effectiveness.
- It may be necessary to follow the Common Assessment Framework (CAF) approach to conducting an assessment of a child's additional needs and deciding how those needs should be met. We will liaise and work closely with Bury CAF Team and Bury Early Years Team. At times advice may be sought from other appropriate supporting services to ensure the best way possible to accommodate a child's requirements.
- We work in liaison with outside agencies such as occupational therapists, physiotherapists, Health visitors, paediatricians, etc. in order to provide the best Early Education for all our Children, especially those with specific needs.
- If it is felt that extra support is needed in order to meet a child's specific needs advice may be sought from the Early Years Team on the best way forward for not only the child but the family.
- All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Opportunities will be given for children to explore, acknowledge and value similarities and differences between themselves and others. If it is felt that a certain activity may be a health or safety risk to a child then a more appropriate activity will be undertaken. We will differentiate the curriculum to meet children's special educational needs.
- Our staff attend training on Specific Needs arranged by Bury Early Years Team and other Professional bodies and keep up-to-date on all new legislation and practices.
- Good working relationships and the sharing of information with all parents/carers is actively encouraged.
- We ensure that all parents are made aware of our Specific Education Needs and Inclusion Policy and all other relevant policies.
- Complaints regarding Specific Needs should follow our complaints procedure.