

Inclusion Policy

Special Educational Needs Co-ordinator (SENCO): Amanda Hart

Statement of intent

We provide an environment in which all children are supported to reach their full potential. We are committed to providing equality of opportunity and anti-discriminatory practice for all children and families

Special Educational Needs and Disabilities Policy

Aims:

1. We aim to follow the requirements of the EYFS 2021 and provide an inclusive environment for all children and their families
2. We will comply with the requirements of the Equality Act 2010 and the SEND Code of Practice 2015
3. We include all children in our provision.
4. We provide practitioners to help support parents and children with special educational needs (SEN)/disabilities.
5. We identify the specific needs of children with SEN, disabilities as well as gifted, talented and able children and meet those needs through a range of strategies.
6. We work in partnership with parents and other agencies in meeting individual children's needs.
7. We monitor and review our practice and provision and, if necessary, make adjustments

Methods:

1. We designate a member of staff to be Special Educational Needs Co-Ordinator. (SENCO) and give their name to parents.
2. We have a published Local Offer which shows how we provide for children with SEN/disabilities. This can be viewed at <https://fish.hants.gov.uk/kb5/hampshire/directory/service.page?id=mU96RkYP6No>.
3. We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting
4. We ensure our inclusive admissions practice ensures equality of access and opportunity.
5. We ensure that our physical environment is as far as possible suitable for children with disabilities.
6. We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership. Parents are welcome to visit the group to observe their child's progress.
7. We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
8. We provide parents with information on sources of independent advice and support.

9. We liaise with and welcome visits from other professionals involved with children with SEN/disabilities and their families including transfer arrangements to other settings and schools.
10. We identify, assess and respond to children's special educational needs by using a process of observation/plan/do/review.
11. We provide a broad and balanced curriculum for all children with SEN/disabilities.
12. We provide a differentiated curriculum to meet individual's needs and abilities.
13. We use a system of planning, implementing, monitoring, evaluating and reviewing targeted plans for children with SEN/Disabilities.
14. We ensure children with SEN/Disabilities are appropriately involved in all stages of the graduated approach, taking into account their levels of ability.
15. We keep records of the assessment, planning, provision and review for children with SEN/disabilities. These are targeted plans, observations and behaviour ABCC charts.
16. We provide resources (human and financial) to implement our SEN/disability policy
17. We monitor and review our policy annually.
18. We promote the Fundamental British Values and we recognise and value the Culture Capital that every child brings to the setting, please refer to our Curriculum policy for further information on how we achieve this

Equality and Diversity Policy

Aims:

1. provide a secure environment in which all our children can flourish and in which all contributions are valued;
2. include and value the contribution of all families to our understanding of equality and diversity;
3. provide positive non-stereotyping resources, books and posters about different ethnic groups, genders, cultures and disabilities
4. improve our knowledge and understanding of issues of equality and diversity; and
5. make inclusion a thread which runs through all of the activities of the pre-school.

The legal framework for this policy is:

- SEND Code of Practice 2015
- SEN and Disability Act 2001
- Children Act 2004
- Equality Act 2010
- The SEN and Disability Regulations 2014
- The Children and Families Act 2014

Methods:

Admissions

Little Sunbeams is open to all members of the community.

1. We advertise locally.
2. We ensure that information about our pre-school is in clear, concise language - in written and spoken form - and, where appropriate, in different languages. Where necessary, we will try to provide information in Braille, or through signing or an interpreter.
3. We base our admissions policy on a fair system.
4. We do not discriminate against a child with a disability or refuse a child entry to our pre-school because of any disability. We will liaise fully with parents and professionals to ensure that it would be in the child's best interests to attend the group.
5. We ensure that all parents are made aware of our equality and diversity policy.
6. We ensure that people with disabilities can participate successfully in the services offered by the pre-school and in the curriculum offered.

Employment

1. Posts are advertised and all applicants are judged against explicit and fair criteria.
2. The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosing and Barring Service (DBS). This ensures fairness in the selection process. All job descriptions include a commitment to equality and diversity as part of their specifications.
3. We monitor our application process to ensure that it is fair and accessible.

Training

1. We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish.
2. We review our practices to ensure that we are fully implementing our policy for equality and diversity.

Curriculum

The curriculum offered in the pre-school encourages children to develop positive attitudes to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

1. making children feel valued and good about themselves; Children are encouraged to build friendships with others in the group, recognising what they have in common and respecting differences, such as culture, gender, ethnicity, ability or disability.
2. ensuring that children have equality of access to learning;

3. reflecting the widest possible range of communities in the choice of resources;
4. avoiding stereotypes or derogatory images in the selection of materials;
5. creating an environment of mutual respect and tolerance;
6. encouraging children to become familiar with a range of festivals and the cultures, food and clothing of different countries represented by the children who attend the preschool
7. ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities; and
8. ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.
9. teaching the children that there are many different languages and opportunities are given to listen to stories, rhymes and phrases in different tongues.
10. helping children to understand that discriminatory remarks or behaviour are unacceptable in the pre-school. Victims of such behaviour will be supported and those responsible will be helped to become more understanding of others, making it clear that such behaviour will not be tolerated

Valuing Diversity in Families

1. We welcome the diversity of family life and work with all families.
2. We encourage children to contribute stories of their everyday life into the pre-school.
3. We encourage parents/carers to take part in the life of the pre-school and to contribute fully.
4. Children who have English as a second language will be valued and respected as an asset to the group, and every effort made to communicate clearly with them and their parents. All children will be called by the correct pronunciation of their names by all staff.
5. We offer a flexible payment system for families of differing means.

Food

1. We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
2. We help children to learn about a range of food, cultural approaches to eating and to respect the differences among them.

Version	Changes made	Author	Date
1.0	Baseline version	Lyn D	12 th Oct 2015
1.1	SEND Code of Practice 2015 Removal of Race Relations Act 1976	Amanda	26 th Sept 2016
1.2	Methods – Para 2, Local Offer address added. Para 18 added referring to fundamental British values.	Amanda	23 rd October 2017
1.3	Changed to reflect EYFS update Feb 2018	Lyn	4 th Aug 2018

1.4	Added Appendix 1 Biting policy Removed and added to Behaviour Management Policy (24 th April 2019)	Amanda	30 th March 2019
1.5	Method: 18) change of wording to reflect Culture Capital	Lyn	22 nd July 2019
1.6	Change to reflect EYFS updated (pub March 2021)	Lyn	29 th July 2021