

St Oswald's Pre-school Inclusion Policy

Policy Review

This policy will be reviewed in full by the owner and deputy manager annually.

The policy was last reviewed and agreed by the owner and deputy manager on **27th March 2018**

It is due for review on **27th March 2019** (up to 12 months from the above date).

Signature Date
Owner/Manager

Signature Date
Deputy Manager

Statement of Intent

Inclusion is a process of identifying, understanding and breaking down barriers to participation and learning. This policy describes what we do in our setting to make sure that all children can participate, belong and develop, whatever their background or level of ability. It also describes how we aim to communicate and share with parents and carers from our local community.

Aims

- We aim to provide a setting where each and every child feels accepted and valued.
- We want each child to feel happy and to grow in confidence, whatever their needs.
- We want all children to develop friendly and helpful behaviour towards each other with our positive support, encouragement and example.

This policy is for all members of staff and managers.

The Children

We believe that each and every child has a right to be included. However, we also understand that certain children might need more support and encouragement than others. In particular, we are keen to provide an inclusive service for children:

- Who have special educational needs or other disabilities.
- For whom English is not their first language.
- Who belong to minority ethnic groups.
- Who are vulnerable because of their behaviour or the behaviour of others (e.g. those who might need our help to manage their behaviour positively or to avoid bullying from others).

In our setting, we welcome children with a range of special educational needs including physical difficulties and developmental delays. We have families that speak other languages as their first language and families of different faiths and ethnic backgrounds.

Our Inclusion Co-ordinators

In our setting, June Deebank and Jane Reilly ensure that this policy is put into action on a daily basis. They are responsible for issues such as meeting special educational needs, making sure that people with disabilities have the best access possible, ensuring equal opportunities, making sure that no-one is discriminated against, and seeing that our positive behaviour and anti-bullying policies are adhered to. If there are any concerns or questions about any of these issues, please contact June or Jane.

Meeting Special Educational Needs and Supporting Children with Disabilities

We identify and support children with SEND in line with the SEND Code of practice and the Disability Discrimination Act (2005). Any children are considered to have special educational needs if they require approaches which are different to usual. We believe that all children have a right to the Early Years Foundation Stage (EYFS) regardless of their ability or educational need. We also recognise the value of working alongside parents and carers and the support of outside professionals available to us.

We identify SEND by taking "Early Years Action". This means that we share any initial concerns with parents and carers and plan an individual education plan together to support their child towards a few carefully chosen targets. This is followed through by all staff providing additional support and breaking activities down

so that the child can benefit from them. We also believe that children have a right to enjoy each other's company and learn from each other. We try to plan activities flexibly so that all children can benefit from them. We set a review date and meet with the parents/carers and decide on our next steps or whether further support is needed.

If we need to we can request further support through "Early Years Action Plus". This means we will talk to parents/carers about involving an outside professional for further advice or assessment. We recognise that this is sometimes because we need that advice in order to provide the best service to the child. The aim of outside referral is to help us all understand the child's needs more fully and remove any barriers to progress.

We have a ramp outside to assist wheelchair access we also have a toilet that is wide enough for a wheelchair and is suitably equipped with height relevant basins etc. When a child transfers to another setting or school we will transfer any relevant information with them.

Avoiding Discrimination

- Each year, all staff members meet to discuss their inclusive practice, examine their own attitudes and beliefs and make sure that our practice is anti-discriminatory to all children, families and visitors that we work with. We do our best to challenge prejudice.
- We make a point of listening to the wide range of views represented in our families and do our best to explain our practice clearly.
- Our setting holds a range of books and resources reflecting a wide mix of ethnic origin, race, level of ability and interest.
- We promote positive images of disability and diversity when planning activities and selecting resources and stories.
- We involve children where possible in decisions, offer choices and listen to their views.

Promoting Positive Behaviour

- We aim to provide a setting where each child feels accepted and valued.
- We want each child to feel happy and to grow in confidence, whatever their needs.
- We want all children to develop friendly and helpful behaviour and not feel bullied by others. We do this by trying to make each play and learning experience enjoyable and to make sure that each child can succeed. We use positive praise and show the children that we value what they are doing using praise, photographs and displays. We show them how to behave in a friendly way as well as tell them. We sometimes work in small groups so that we can teach them to join in and share. We use a daily circle time to teach them personal and social skills. If we need to tell a child to behave more appropriately, we do this away from an audience whenever possible.
- If a child does not respond to our usual approaches, we discuss their behaviour with parents/carers to help us assess what the difficulties are and help us plan our approaches. We then design an individual behaviour plan to suit the child, based on positive approaches. We can call on the advice of outside professionals if needed and always notify parents/carers first.
- If anyone is concerned that a child is being bullied, then this should be discussed initially with the child's key worker who will inform the leaders who will discuss with parents/cares the best way forward. We monitor the children closely and this gives us natural opportunities to teach about kindness and sharing. We use daily circle time to encourage friendly behaviour and social skills.
- We always value what parents/carers have to tell us about their child's behaviour and can use this information to plan our approaches.

Evaluation

We will evaluate annually how successful our inclusion policy has been by:

- Monitoring the level of diversity within our setting.
- Talking regularly with parents/carers obtaining their view.
- Monitoring how successfully any additional and different needs are being met.
- Consulting staff on how supported and successful they feel in helping each child to participate.

Keeping up to date

June Deebank will take responsibility for keeping up to date with new guidance and legislation concerning inclusion. Each year the policy will be brought up to date in light of any changes, with a view to the children's needs and views and after consultation with staff parents/carers.