



The Exwick Ark Inclusion Policy.

Aims.

The aims of this policy are to ensure that;

- All children and their families feel included, secure and valued within our setting, regardless of; gender, racial origin, cultural or social background (including religion, language, class, and family pattern), special educational needs, disability or sexuality.
- Every child attending our setting, whatever their needs, has the same choices and opportunities in accessing services within our setting.
- We take into account the views of children and their families enabling children and parents to participate in decision making.
- We collaborate with partners in health and social care to provide support.
- We identify the needs of children and young people at the earliest point.
- We provide effective high quality provision which meets the needs of all children.
- We focus on inclusive practices and remove barriers to learning.
- We meet our statutory obligations under the 0-25 SEND Code of Practice 2014 and the safeguarding and welfare requirements of the EYFS along with the learning and development requirements.
- We have regard to the Equality Act 2010.

Legal Framework.

The Equality Act 2010 states we must not discriminate against, harass or victimise disabled children, and must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage.

The EYFS framework requires early years providers to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. The EYFS framework also requires practitioners to review children's progress and share a summary with parents.

The 0-25 SEND Code of practice (2014) is a statutory document designed to help settings make effective decisions regarding children with SEN.



The role of our Special Educational Needs Co-ordinator.

The responsibility for inclusive practice is one for our whole group but the daily overseeing of how this happens is the responsibility of our Special Educational Needs Co-ordinator. Our setting based Special Educational Needs Co-ordinator is **Wioletta Jakubowska**, who:

- Ensures parents are closely involved throughout and that their insights inform action taken by the setting.
- Liaises with other professionals
- Ensures all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- Ensures that appropriate paperwork is in place.
- Ensures that relevant background information about our children is collected, recorded and updated including **Right for children computer data base.**
- Takes the lead in further assessments of children's strengths and weaknesses to guide the planning in order to meet their needs.
- Takes the lead in monitoring and reviewing any action taken to support the children.
- Ensure that appropriate records are kept for children.
- Take responsibility for monitoring Equal Opportunities.
- Take responsibility for Looked After Children.

Exwick Ark has highly qualified staff members trained to work with children with special needs. Our **SENDCO** continues to attend other training in order to keep up to date with developments in the field of special educational needs and when specific needs are identified within the setting. We also have experienced 1-1 workers who have all attended training in supporting children with additional needs.



Admissions Arrangements

All children are welcomed into our setting according to our admissions policy (please see separate policy). Relevant information will be collected from the child's parent/carer so that we are able to include the child fully within the nursery. Children with a disability will not be treated less favourably for a reason relating to their disability. If a child is considered to have special needs there will be a consultation between staff and parents/carers. After this consultation any reasonable adjustments to our setting, which are felt necessary to allow us to meet the needs of the child, will be made.

Partnership with Parents.

Our setting recognises that parents are the primary educators of their children; they influence their social and emotional development and play an important role in their learning and education. Where children with special educational needs and / or in need of social inclusion are concerned this is even more important. We respect and aim to meet the differing needs that parents may have themselves. We encourage parents to share information about their child and to be involved in shared record keeping and in drawing up action plans. We share results of our observations and record keeping with parents at formal parent meetings; this enables joint decisions to be made. We are able to provide information about **the Devon Information, Advice and Support (DIAS)**, which provides a range of services to support **young people 0-25 years and their parents/ carers** including advice to parents, helping to resolve disagreements or complaints concerning their child's educational provision. **Further information can be found on www.devonias.org.uk** Please also see our policies on parent/carer's involvement, confidentiality and complaints. Where appropriate parents are referred to West Exe children's Centre.

Identification and Assessments.

Our setting recognises the importance of early identification of special educational needs as outlined in the 0-25 SEND Code of Practice, (2014), and we aim to achieve this by;

- Carrying out regular observations in the pre-school setting of all children.
- Termly monitoring of children's assessment data by our SENDCO
- Having regular discussions with all children's parent/carers. These take place informally at the beginning and end of sessions and more formally in our termly parents meetings.
- Employing a family worker scheme where one member of staff is responsible for a small group of families.
- Two year old progress checks allow for the early identification of individual needs.
- Transition documents provide a summative assessment of the child as they make the transition into school.

When a need is identified:

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, we will consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any



more detailed assessment of the child's needs. We particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information will be brought together with the observations of parents and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as **Early Help**, should be adopted.

Identifying and assessing SEN for young children whose first language is not English requires particular care. We will look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN. Our EAL policy details how we support our EAL learners.

Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of our facilities and requires special educational provision we will endeavour to make that provision wherever reasonably possible. Special educational provision will be matched to the child's identified SEN.

When we identify a child as having SEN we will work in partnership with parents to establish the support the child needs. When we make special educational provision for a child with SEN we will always inform the parents

Children's SEN are generally thought of in four broad areas of need and support - communication and interaction; cognition and learning; social, emotional and mental health, and sensory and/or physical needs. We will adopt a graduated approach with four stages of action: assess, plan, do and review.

Assess.

During this stage help is sought from our Special Educational Needs and Disability Co-ordinator (SENDCO). Our SENDCO and colleagues collect information about the child and seek additional new information from the parents, other professionals and if possible the child. When we identify a child and family may need help to meet their needs in terms of special educational needs and disability, family support, environmental issues, welfare or health needs we will ask parent's permission to **contact Early help and access Right for children**.

Devon local authority have developed a single assessment and planning framework called Right for Children. This is a multi agency pathway for assessment of need to



ensure that help is provided early. The telephone number for our Early Help Co-ordination Centre is 01392 388425.

Plan

The special educational provision made for a child will always be based on an understanding of their particular strengths and needs and will seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. Support will be family centred and consider the individual family's needs and the best ways to support them.

Devon Graduated Response Toolkit is a useful resource to support us in implementing a graduated approach, maintain inclusive practice and meet the needs of children through universal, targeted and specialist interventions.

SEND support funding can be applied for to support children with additional needs. A universal inclusion fund is paid to all settings to support inclusion within the setting. A targeted inclusion fund is paid to settings where there are a high number of children in receipt of 2 year old funding or pupil premium. The individual inclusion fund provides specific financial support for those children who have higher level and more specific needs. This is provided through a lump sum termly payment at 3 bands level 1, 2 and 3 depending on the severity of the need.

The disability Access Fund is a new funding to support children with special educational needs or disabilities. It aids access to early years places by supporting us to make adaptations to our setting. Children are eligible if they receive disability living allowance.

Where provision required to meet a child or young persons' needs cannot reasonably be provided from the resources normally available and there is sufficient evidence that actions/interventions to date have not been successful, the lead professional will be able to complete a 'Request for Additional Resources'

For more complex children, a request for a statutory assessment may be submitted with evidence of the actions/interventions already taken to date, this may result in a statutory Education Health Care needs assessment.

The plan will be regularly reviewed at least termly to ensure expected progress is being made.

Links with support services and other agencies.

We are committed to working with other agencies and support services as we believe that linking with others on inclusion issues and exchanging information is in the best interests of the children.



Parental consent will always be obtained before children are referred to other professionals or before records are shared or transferred. Where consent is not given we will strive to have ongoing dialogue with parents and to work to meet the child's needs.

Our Early Years consultant (Tamsin Robertson) will usually be our first point of call when we have concerns about a child. Tamsin is able to offer advice about many aspects of special educational needs and is able to sign post us to other agencies.

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need we will consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists will be taken with the child's parents.

The Devon Single point of access (SPA) is a county wide doorway into services provided by virgin care. It is the route through which all enquiries and requests for support are managed. The SPA deals with enquiries, request for services and referrals for the following services;

Children and young people's mental health

Speech and language therapy

Occupational therapy

Autism spectrum Condition Diagnosis

Rehabilitation officers for visually impaired children

Specialist children's centres

Social care for children with special needs

Palliative care

Children's community nursing

Children's learning disability team.

Facilities.

We aim to provide equality of opportunity for all children and adults to make use of the varied facilities available at our setting.

The nursery is accessible for wheelchairs with wide doors and level floors through-out. We have an accessible toilet. There is a ramp from the outdoor play area into the indoor play room. At present staff facilities are not accessible to all as we have a stepped access and stairs to the staff room. Measures will be taken to ensure staff unable to access these facilities have alternative arrangements in place.

We provide a range of learning opportunities both inside and outside, to enable all children to access the 7 areas of learning contained within the early years foundation stage curriculum. We will make reasonable adjustments to our policies, practices and procedures in order to allow equality of access and to avoid putting pupils with special needs at a substantial disadvantage, this may include providing auxiliary aids and services and making physical changes bearing in mind the limitations of the lease of our premises.



At least 5% of our annual grant-funding budget will be spent on special educational needs and inclusion provision.

Staffing.

We have a high staff/ pupil ratio within our setting with never more than 8 children to each adult unless an Early Years Professional is working with the 3 and 4 year olds. The ratio then is 1:13 for the 3 and 4 year olds when the EYP is supported by an assistant of level 3 or higher. The 2 year olds always have a ratio of at least 1:4 working with them. The under 2 year olds have a ratio of 1:3. Our family worker scheme ensures that each child has a member of staff who is responsible for ensuring their individual needs are met, appropriate records are kept and for liaising with their parents/carers and other members of staff. However, all members of staff are aware of the individual needs of children so that consistency and continuity of care can be provided. This is done through the use of individual children's needs sheets displayed on the cupboards in the Monkey Room. Where staff have been appointed to work individually with children with specific individual needs they will be over and above the staffing levels required by OFSTED.

Training.

We are committed to providing continuing staff training with regards to inclusion and special needs issues. Our SENDCO attends SENDCO training and cluster meetings when ever possible and feeds information from these back to other members of staff. Our Early Years Consultant (Tamsin Robertson) also makes regular visits to our setting to advise us on strategies for individuals or groups of children.

Curriculum

We aim to ensure that all children have equality of access to the early years foundation stage curriculum. Our planning identifies how activities will be differentiated to meet children's individual needs. Activities are differentiated in many ways such as in the way they are presented/ explained, by the support given, by expectation and by outcome. Children are grouped according to the task in hand, sometimes working individually or in pairs, and sometimes in small or large or mixed ability groups. We try to make sure that our topics and activities reflect the children's own interests and home life and also broaden their experiences to celebrate the diversity of the World around us.

Resources.

Our resources support learning in all 7 areas of the early years foundation stage and are appropriate to the developmental stage of the children in the setting. Our resources reflect a variety of cultures and life styles and posters and books depict cultural diversity. We consider it important that our resources promote a positive self-image for all children and adults within our setting. Our resources are regularly reviewed and updated as the budget allows. Children with individual needs may require modified or specialist resources and wherever possible these will be provided.

The learning Environment.



We have the use of our 2 main play rooms and 4 smaller classroom bases, which enables resources to be laid out to support learning, promote confidence and independence, encourage good behaviour and to allow easy access between areas for all children. We make regular use of our outside play areas in developing all areas of the curriculum and often take children into the park and into the wider community. We will ensure that any reasonable adaptations are made to our setting to allow all children to access all parts of our learning environment. Risk factors are taken into account during termly and daily risk assessments and actions are taken to minimise these. The safety of the learning environment is overseen and co-ordinated by Daisy Lovatt, our Health and Safety Co-ordinator.

English as an Additional Language

We have a team approach to EAL Co-ordinating with Monica, Wioletta, Louise and Nawal all supporting staff, children and families in this area. Wioletta attends local EAL Cluster Group meetings to keep up-to-date with emerging EAL practice.

Transition into school.

We work closely with Exwick Heights Primary and Redhills Community Primary School in order to provide a smooth transition for our children into school and to share good practise. Our SENCO also regularly attend cluster group meetings with teachers from local primary and pre-schools, which support and develop good transition arrangements. Children usually attend a small number of introductory sessions in their new school in the term prior to them leaving our pre-school. Where a child has been identified as needing additional visits these are arranged in consultation with the parents and the school. Additionally it is sometimes valuable for the school staff to visit and observe the child in their pre-school setting or for the child's family worker to accompany them on their visits into school.

Records that we have kept on individual children during their time with us are given to their parents when the child leaves our setting together with a summary report (transition document for those leaving to go to Primary School). We encourage parents to pass these on to their child's new teacher to allow continuity and progression.

Where children have more complex needs the feeder schools are given information in advance, with the parent's permission, so that provision can be made in the school's budget. If there are outside agencies involved they are also consulted about the transition into school so that their input can be included.

Monitoring the policy.

This policy will be reviewed at a staff meeting every 12 months or in response to changes in legislation or the setting. Our SENDCO will be responsible for monitoring, evaluating and updating the policy and keeping it in line with current legislation and guidance.



In monitoring our SEN provision we will review how well equipped we are to provide support across the four broad areas of SEN and draw up an action plan annually.

This policy was agreed on: 18.10.17

Signed:

Date of next review: October 2018