

## **STAMPERS PRE-SCHOOL**

### **Inclusion Policy (reviewed 28.3.16)**

#### **EYFS STATEMENT**

*"The diversity of individuals and communities is valued and respected. No child or family is discriminated against". EYFS, DfES, 2008*

#### **Statement of intent**

We provide an environment in which all children are supported to reach their full potential.

#### **Aim**

- We have regard for the SEND Code of Practice 0 to 25, updated Jan 2015, [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf), and the 2010 Equality Act.
- We include all children and parents/carers in our provision.
- We provide practitioners to help support parents/carers and children with special educational needs (SEND).
- We identify the specific needs of children with SEND and meet those needs through a range of strategies.
- We work in partnership with parents/carers and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, when necessary, make adjustments.

*"Children have Special Educational Needs if they have a significantly greater difficulty in learning than the majority of children at the same age." (DfES)*

*"A person has a disability for the purpose of this Act if he has a physical or mental impairment, which has a substantial and long term adverse effect on his ability to carry out normal day to day activities." (DDA)*

*"Inclusion is a process of identifying, understanding and breaking down the barriers to participation and belonging." (National Children's Forum).*

#### **Method**

- We have a designated member of staff to be the Inclusion Co-ordinator. Currently this person is Claire cable, who completed Northumberland Toolkit training in November 2015. Support is provided by Siobhan Stephenson (Toolkit trained in 2009. In addition, Valentina Paterno (2015) and Kirsty Mclean (Nov 2014) have also completed Northumberland Toolkit training. Siobhan has attended various events in autumn 2014 to become familiar with Early Help Assessment (EHA) - which has replaced the Common Assessment Framework (CAF), and Education, Health and Care Plans (EHCP) which are replacing Educational Statements of Educational Needs. Claire Cable has attended a network meeting to update setting knowledge about this. The setting is registered on 'Learning Together', a County Council tool, where online training and information is available about EHA, as well as forms
- We will follow procedures set out in the Northumberland toolkit where it has been deemed necessary.
- All staff attend regular meetings in order to maintain staff awareness when appropriate.
- Key persons will have time to complete documentation as and when required. The Inclusion Co-ordinator will support the key person in this.
- We work hard to ensure that all children can access all areas of the Pre-School.
- We ensure that the provision in the Pre-School is inclusive for all children.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with impairments.
- We provide a broad and balanced curriculum for all children

- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing for all children, recording these on the Tool kit 'Wheel' when identified.
- We use a system for keeping records of the assessment, planning, provision and review for all children.
- We provide resources (human and financial) to implement our Inclusion Policy.
- We ensure the privacy of all children when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting may need to employ.
- We ensure the effectiveness of our Inclusion provision by collecting information from a range of sources e.g. specialist resources, management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.
- Adjustments are made to provision of resources and access to these resources to suit the children attending the Pre-School at any given time.
- A risk assessment is put in place for specific children if necessary.
- We work closely with parents/carers of all children to create and maintain a positive partnership.
- We ensure that parents/carers are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents/carers with information on sources of independent advice and support.
- We liaise with any other professionals involved with children and their families, including transition arrangements with other settings and schools.
- We use the Inclusion Toolkit systems for identifying, assessing and responding to children's needs.

### **Steps of identification**

- Initial Concern/Identification (this may come from the parent/carer/staff/other).
- Observations by the child's key worker are then undertaken following the summary prompts in the tool kit.
- Observations are assessed by the Early Years Team and Toolkit 'pathway' is begun.
- An appropriate discussion with parent/carer, the child's key person and the Inclusion Co-ordinator takes place. The parent/carer is informed of the findings and the next steps. The Area inclusion Coordinator maybe called for support and there will be agreement on specific observations between the parties. These are documented and reviewed on the Tool kit 'Pathway'.
- When/if observations confirm concerns, parents/carers, key persons, inclusion coordinator (and the area Inclusion Co-ordinator in some cases will support) will discuss the child and begin to use the Toolkit 'Wheel', observations and documentation will be drawn up and a review date will be established to evaluate progress (suggested six weeks). This process is ongoing while the child continues to make progress.
- Staff will put into place actions and interventions required by completing the 'Wheel'.
- If Parent/Carer, key worker, inclusion co-ordinator continue to have concerns over a child's Progress/lack of response despite extra and differentiated support being given, then referral to appropriate specialist service is made. Observations and documentation are continued and a review date agreed. The keyworker and Inclusion co-ordinator will continue involvement to ensure adequate support through this process.

### **2yr developmental checks**

- We complete a 2 yr developmental check between the age of 2yrs 0 mths and 3 years, depending on the age of entry to Stampers and assessments/baselines taken.
- We share all documentation with Local health visitors, with parental permission.
- We complete various assessment paperwork and talk to parents, to provide a full picture of each child, from which we check against developmental guidelines. Any concerns are discussed with parents/carers and if necessary the tool kit paperwork or referrals to other health professionals are made.

See also: Admissions Policy  
Confidentiality Policy  
Equality and Diversity Policy  
Equipment and Resources Policy  
Food and Drink Policy  
Outdoor Learning Policy  
Parental Involvement Policy  
Personal and Intimate Care Policy  
Planning, Observation and Assessment Policy  
Safeguarding Children Policy  
Settling In and Transition Policy

This Policy was adopted by the Stampers Pre-school Management Committee.

Signed .....

Chair of Stampers Pre-school Management Committee

Date.....