



## **Inclusion Policy**

It is everyone's entitlement to feel included within our pre-school setting.

Pre-School staff offer inclusive practice which supports children and young people as well as the rights of parents/carers, students and each other. We endeavour to support individuals with special educational needs and disabilities, as well as those from minority ethnic groups; travellers; and any other diverse cultural group.

Our inclusion policy also supports those with English as an additional language and children in public care (looked after children), those with specific medical or dietary needs; suffering from low self-esteem; or experiencing mental health difficulties. All staff have due regard to the rights and preferences of individuals. This understanding is achieved through training opportunities, implementation of guidelines and legislation stipulated by governing bodies and support and advice from external agencies where appropriate.

### **Aims of our inclusion policy**

- All children have the right to fully access early years education through the Early Years Foundation Stage.
- All children have the right to expect to learn in a caring and considerate environment where the staff and children are valued for the contribution to life at the pre-school.
- The pre-school is committed to the early identification of children with Special Educational Needs and Disabilities (SEND) and to adopting clear and open procedures.
- The pre-school is committed to working closely with parents who are fully involved in all decisions that affect their child's education.
- The pre-school will provide, within available resources, the highest possible quality support and inclusive education for children with SEND.

### **Purpose**

- To meet the individual needs of children in our setting.
- To ensure that Inclusion, Anti-discrimination and Equal opportunities are put into practice.
- To raise quality and standards.
- To recognise the rights of the child.
- To encourage parent/carers to use the provision.
- To increase awareness.

**The appointed Special Educational Needs and Disability Coordinator (SENDCO) is: Nic Hare and Deputy SENDCO is Sarah Haskett**

Reviewed 2021

## **The role of the Special Educational Needs and Disabilities Co-ordinator (SENDCo)**

- works with other staff to agree and implement the Inclusion Policy
- coordinates the disability provision
- offers support for parents
- support staff development
- liaises with other agencies
- keep appropriate records
- assists staff in making observations and assessments and contributing to the 2 Year Progress Check when appropriate
- assists staff in planning for children with Special Educational Needs and Disabilities
- contacts the Area SENDCO at an early stage for informal advice and support and liaises with the Local Authority with regards to any planned intervention

### **Definition of SEND**

A child has a disability if they have a learning difficulty that calls for special educational provision to be made for them.

A child has a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability that hinders the child from making use of the facilities of a kind provided for children of the same age within nursery

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught.

### **Identification and Assessment of a Special Educational Need**

The identification and assessment of special educational need in a child is carried out through the continuous observation process completed as part of the child's learning journey through the setting.

We use the Graduated Approach (SEND Code of Practice 2014) as recommended by Devon County Council to respond to initial concerns raised by a child who is below age related expectations with regard to the EYFS. We ensure that Parents/Carers are kept informed of their child's levels of development and the steps being taken to achieve progress. We will make observations and assessments to identify specific areas of need and ensure a whole staff approach to differentiated learning opportunities. Progress will be monitored in the short term to measure the success of the intervention.

The Graduated Approach is described as "A model of action and intervention to help children with special educational needs. The Approach recognises there is a continuum of SEND and that where necessary, including specialist expertise should be sought to bear on the difficulties that a child may be experiencing." (SEND Code of Practice 2014)

The pre-school will follow the Assess, Plan, Do, Review cycle as part of the Graduated Approach.

If, following this, the child has not progressed as expected the setting SENDCo will, in consultation with the Key worker, draw up an Individual Education Plan which will be shared with the Parents/Carers. Targets will be realistic and measurable and reviewed regularly with Parents/Carers. At this stage parental permission may be sought to consult with outside agencies in order to formulate the best possible support approach for the child.

This is called **Early Years Action**.

Following Early Years Action if there is little or no progress the SENDCo will, with parent's consent, request involvement from external agencies.  
This is called **Early Years Action Plus**.

If there is little or no progress following this more targeted response to the child's need then we will, with the parents/carers cooperation, seek to have the **Early Help** process initiated on the **Rights of the Child portal** in order for there to be a more thorough and wide ranging multi agency assessment of need. A Lead Professional will be identified from either the setting or another agency depending on what is most appropriate for the child and a **Team Around the Family (TAF)** meeting may take place depending on the response the assessment indicates is necessary. This assessment of need and resulting actions may lead to an **Education Health and Care Plan** being drawn up.

### **Links with Support Services**

We are committed to working with external agencies for the best possible outcomes for the children in our setting.

All contact to external services is done with parental permission, except when the child is believed to be in further danger if permission is sought (see Safeguarding Policy).

The SENDCo has a list which is regularly updated for agencies to refer to and seek advice from.

### **SENDCo Job Description**

The role of the SENDCo is to ensure that setting have regard to the Special Educational Needs and Disabilities Code of Practice and actively promote inclusive practice.

The SENDCo has a day-to-day responsibility for implementing the setting inclusion policy and coordinating provision for children with SEND. They should adopt a graduated approach to intervention.

SENDCos coordinate in the following ways:

- by using the Graduated Approach to intervention
- have due regard for the children and families Act 2014 Statutory Guidance and the SEND Code of Practice 2014
- ensuring all Progress checks for children where early intervention may be required are contributed to and reviewed
- talk to, advise and support colleagues who are concerned about a child
- ensure that relevant background information about individual children is collected, recorded and updated, and that all written records are completed
- put into practice target setting or provision mapping, and IEPs where necessary
- ensure that all practitioners work in partnership with parents/carers
- liaise and build working relationships with other professionals, including those from outside agencies

SENDCos should take personal responsibility for their continuous professional development by:

- attending professional development opportunities including external training to support areas for development identified during annual appraisal
- disseminating and sharing key messages relating to SEND with setting staff
- keeping up to date with new SEND initiatives, both nationally and locally as they become available
- acting in a professional and ethical manner with due regard to confidentiality, data protection and human rights

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