



EYFS Inclusion Policy

Updated
May 2018

St Faith's Prep School EYFS Inclusion Policy

This policy applies to Sandcastles Nursery including 'early,' 'late' and 'wrap around care' and all staff, volunteers and visitors in Sandcastles Nursery.

(Please note that the term 'parents' also relates to carers and those with legal guardianship of children)

This inclusion policy is written in response to the SEND Code of Practice (2014.) Sandcastles Nursery has regard to this code and has written this policy outlining our practices and procedures.

Inclusion Statement:

Sandcastles Nursery values each child equally, regardless of age, ability, gender, background, culture or religion and we recognise that every child has individual needs. We believe that all children have a right to a broad and balanced early year's curriculum, whatever their individual, educational, personal or social needs may be; ensuring that it is accessible and that they are fully included in all aspects of Nursery life. We will work towards helping and supporting each child to realise their full potential by meeting their needs through a differentiated curriculum and adapting activities, resources and provision where necessary.

We acknowledge that a medical diagnosis does not necessarily imply SEN and will make every effort to make reasonable provision when necessary.

Mrs Yvonne Harrop (Early Years SENCO) is the Special Education Needs Coordinator at Sandcastles Nursery and St Faith's at Ash Prep School. The SENCO is the nominated person who will have responsibility for the day to day running of the SEN policy in regards to:

Valuing Parents/Carers:

We consider parental contact to be of great importance and welcome and encourage their involvement. We will work in partnership with parents, respecting their views while maintaining confidentiality and sensitivity at all times.

Parents will be involved at all stages and we will ensure that they are provided with information about any support available to them.

At review meetings with parents we ensure that the child's strengths alongside any concerns are discussed. Where we make suggestions as to how parents can support their child at home, we ensure that these are specific and achievable and that all parents leave the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed. Parents are always invited to contribute their views to the review process. All reviews will be copied and sent to parents after review meetings.

Regular communication between the setting and home will ensure that any concerns are promptly acted upon.

Information Gathering:

It is the SENCO's responsibility to be aware of information regarding children with SEN within the setting. In conjunction with **Mrs Sarah Reynolds (Nursery Manager)** the SENCO will monitor and assess children using observations from colleagues and/or parents, assessments and

tracking, records from previous and/or other settings, information from parents and input/discussions with other professionals/outside agencies.

The SENCO will ensure that appropriate records are kept including a record of children who are receiving targeted support and/or personalised/individualised learning. Parents will regularly be consulted and kept informed of any action taken to support the child.

Monitoring and Record Keeping:

Our system of monitoring and record keeping which operates in conjunction with parents enables us to monitor children's progress and needs on an individual basis.

Each child has an initial profile on entry and we record their progress on both the Early Years Foundation Stage Record and the Local Authority Progress Tracker system.

Within our setting for every child identified as having a SEN, we will devise a structured programme (in conjunction with parents) which is additional or differentiated in order to meet the child's individual needs; this is Early Years Action.

For all children in our setting we will offer a differentiated curriculum which is regularly evaluated to make sure that children are making satisfactory progress. If there is a need to involve other professionals and/or outside agencies this process becomes Early Years Action Plus.

Liaising with other Professionals and/or Outside Agencies:

We value outside support from others such as speech and language therapists, educational psychologists, Portage Home Visitors, Health Visitors and the Local Children's Centre Teacher. If we have a child with SEN the SENCO will access support from other professionals and/or outside agencies where possible, with consent from parents.

Liaising with the Local Authority:

Our setting values the support of the Local Authority with regards to the provision of training, advice and support. We regularly attend the SEN meetings that are held once a term.

Liaising with other Early Years Settings:

At Sandcastles Nursery we liaise with other settings through written information, regularly attending network meetings, training and visiting other settings. With parental permission we pass on/share records with the child's next/other setting, school, teacher/key person.

Considering the Child's Views and Opinions:

We believe that it is important to seek the views of the child in a manner that is appropriate to their age and stage of development. We value the child's point of view and where possible we will take into account the views of the child.

Supporting Colleagues within the Setting:

The SENCO will support and be a reference point for colleagues in all SEN matters. The SENCO will report back from SEN meetings/training and will allocate time to share matters of concern, helping to identify and plan a course of action.

Commitment to Attend Training:

The SENCO will attend training regularly which will be cascaded to colleagues.

The setting recognises the need for staff to attend appropriate training alongside continuous professional development; every effort will be made by the **Nursery Manager (Mrs Sarah Reynolds)** to facilitate any training needs which may arise, such as those that may be beneficial to support an individual child and/or parents/families.

Role of Other Staff:

Provision for children with SEN is a matter for everyone in the setting. All staff (particularly the child's key person) will be involved in the development of the SEN policy and be fully aware of the procedures for identifying, assessing, monitoring and making provision for children with SEN. Staff will support the SENCO by working with the children and passing on information, while at all times maintaining confidentiality.

Equality Act (2010):

Though we acknowledge that not all children with a disability have SEN we have regard for the Equality Act (2010) and will make reasonable adjustments indoors and outside to include all children and their families.

Procedures for Complaints about SEN Provision:

Complaints within our setting will be dealt with as per the schools general complaints procedure. We aim to resolve any disagreement in a way that is mutually acceptable to all parties as quickly as possible.

Implications for the Setting and how they will be Managed:

Staff Implications:

- Cover will be arranged so that the SENCO can talk to parents and/or visiting professionals.
- Time will be allocated for the SENCO to make any observations.

Setting Implications:

- The SENCO will regularly attend SEN meetings to receive support and information that will be cascaded to colleagues (unless confidentiality prevents this.)
- Small groups of children will enable staff/SENCO to give one to one support.
- Provision will be made for additional resources/medical needs which may arise.
- We will regularly review this policy on an annual basis to ensure that legal requirements are met, it is being implemented effectively and is working in practice.

Legal Framework:

Special Education Needs and Disability Act (2001)
Equality Act (2010)
SEND Code of Conduct (2014)