



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 pre-school, 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 pre-school whatever their needs has the same choices and opportunities in accessing services within our pre-school.

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 Nicola Mudge, who;

- Liaises with parents
- Liaises with other professionals
- Advises and supports other practitioners in the setting
- Ensures that appropriate Individual Educational Plans (IEP's) are in place.
- Ensures that relevant background information about our children is collected, recorded and updated.
- 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.
- Ensures that appropriate records are kept for children at Early Years Action, Early Years Action Plus and for those with statements.
- Takes responsibility for monitoring Equal Opportunities.
- Takes responsibility for Looked After Children.

Nicola has many years of experience of working with children with special needs and writing and implementing IEP's. Nicola 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.



Admissions Arrangements

All children are welcomed and admitted into our pre-school 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 pre-school. 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 pre-school 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 individual educational plans. We share results of our observations and record keeping with parents at formal and informal meetings; this enables joint decisions to be made. We are able to provide information about the Devon Parent Partnership Service, which provides a range of services including advice to parents, helping to resolve disagreements or complaints concerning their child's educational provision. Please also see our policies on parent/carer's involvement, confidentiality and complaints.

Identification and Assessments.

Our setting recognises the importance of early identification of special educational needs as outlined in the Special Educational Needs Code of Practice, (2001), and we aim to achieve this by;

- Carrying out regular observations in the pre-school setting of all children.
- 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.

When concerns are raised by a practitioner or parent about a child, we follow a graduated response as detailed in The Code Of Practice (2001), namely Early Years Action, Early Years Action Plus and Statutory Assessment.

Early Years Action –

During this stage help is sought from our Special Educational Needs Co-ordinator (SENCO). Our SENCO and colleagues collect information about the child and seek additional new information from the parents. They then decide on the action needed to help the child to progress in consultation with the parents/carers. Strategies employed to enable the child to progress are recorded within an individual Educational Plan (IEP). The IEP focuses on 2 or 3 targets and will be discussed with the parents and the child. IEP's are reviewed regularly and at least once a term. IEP's are mapped into our planning wherever possible.



Early Years Action Plus

Early Years Action Plus is characterized by the involvement of external support services who can help us with advice on new IEP's and targets, provide more specialist assessments, give advice on the use of new or specialist strategies or materials or support for particular activities. The parents will be asked to give written permission before an outside agency observes their child or their records are shared and will normally meet with them following these observations. These external agencies will usually view the records held on the child and observe the child in the setting. IEP's will be reviewed at least every half term.

Statutory Assessment

In a small number of cases, when help given through Action Plus is not sufficient to enable the child to progress satisfactorily, we can apply for a statutory multi-disciplinary assessment from the LEA. The child's parents/carers will be fully involved in the discussion leading up to this decision. The LEA will then decide whether a statutory assessment is required and if so conduct the assessment in close collaboration with parents staff and other agencies already involved. Parents should receive written notification of the outcome of the assessment within 12 weeks of the start of the statutory assessment. The LEA may decide to issue a written statement of the child's special needs and the provision that they consider necessary to meet these needs.

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 foundation stage advisory teacher (Tamsin McGee) 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.

The setting has established administrative links with Bull Meadow Speech and Language clinic to enable referrals to be followed up promptly. The setting's understanding of their triage procedures gives confidence to parents and practitioners who access their services regularly.

We are also able to work with Joint Agency Teams (JAT), which are one-stop shops for families with children with special educational needs. They are made up of multi professional teams working together with parents/carers to identify and assess the needs of individual children.

We also understand and use the Early Support materials for children with needs beyond the Early Years Action Plus stages of early intervention. We encourage parents to contain their multi-agency information about their child within the 'blue folder' and to carry it with them to appointments about their child.



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 Parish Hall is accessible for wheelchairs, which should enter by the rear lobby. There is a fairly steep ramp from the outdoor play area into the indoor play room. Measures will be taken to ensure that this slope does not put any child at a substantial disadvantage. There is an accessible toilet facility.

We provide a range of learning opportunities both inside and outside, to enable all children to access the 6 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 pre-school 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 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. 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. 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 SENCO attends area SENCO training meetings when ever possible and feeds information from these back to other members of staff. Our foundation stage advisory teacher 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 ability 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 6 areas of the early years foundation stage curriculum 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. Some resources are borrowed from families or toy libraries.

The learning Environment.

We have the use of our main play room, 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 area in developing all areas of the curriculum and often take children into the park across the road 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 Di Philp, our Health and Safety Co-ordinator.

English as an Additional Language

Di Philp is the setting's EAL Co-ordinator. Links have been forged with Janet Stanner, Montgomery Primary School, EAL co-ordinator. Di Philp 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 play leader and managers 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 pre-school together with a summary report. 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 SENCO will be responsible for monitoring, evaluating and updating the policy and keeping it in line with current legislation and guidance.

This policy was agreed on: 7th October 2009

Signed:

Date of next review: October 2010