

INCLUSION AND SPECIAL EDUCATIONAL NEEDS (SEND) POLICY

Safeguarding and Welfare Requirements: Child Protection

Providers must have and implement a policy and procedures to safeguard children.

POLICY STATEMENT

St Eval Pre-school strives to include everyone in a welcoming and friendly manner. We provide care & education for all children aged between 2-5 years, and we are committed to giving all our children every opportunity to achieve the highest of standards. Inclusion is about creating a secure, accepting, collaborative and stimulating environment in which everyone is valued, as the foundation for the highest achievement for all children. St Eval Pre-school will not exclude any child, family or other adults on the grounds of gender, sexuality, class, family status, disability, learning difficulty, race, colour, culture, language, religion, ethnic origin or status of residency.

Everyone has the right to be treated with equal value and not be subjected to prejudice and discrimination. All children will be respected and their individuality and potential recognised, valued and nurtured.

'Equal opportunities is not about treating everybody the same. It is about recognising that we are all different and have different things to offer and different needs to be met'. Annie Davy – 2006

Aims and Objectives

St Eval Pre-school aims to provide a rich, nurturing, stimulating and inclusive environment and to continually raise quality and standards. We recognise the rights of the child and parents are fully involved in their child's early education. Equality of opportunity is a reality for our children. We achieve this through the attention we pay to the different groups of children who may attend;

- Males & Females
- Black & minority ethnic & faith groups
- Gypsy / Traveller Communities
- Asylum seekers & Refugees
- Children with special educational needs
- Gifted & talented learners
- Children learning English as an additional language
- Children who are looked after by the local authority
- Children from families under stress
- Children who are at risk of disaffection or exclusion
- Children with special dietary / medical requirements

The Early Years Foundation Statutory Framework (2021) is our starting point for planning a framework that meets the specific needs of individuals and groups of children. We do this through:

- Setting suitable learning challenges that are aspirational but achievable

- Responding to children's diverse learning needs
- Overcoming potential barriers to learning
- Providing additional opportunities to meet the needs of individuals
- Multi-agency collaboration

We achieve educational inclusion by continually reviewing and reflecting on what we do, and by ensuring all resources reflect equality and diversity. We are aware of our responsibilities under the Race Relation (Amendment) Act (2000).

Admissions

It is our intention to make St Eval Pre-school accessible to children and families from St Eval and surrounding areas. At St Eval Pre-school we aim to:

- Ensure that all sections of our community are able to have access to us through open, fair and clearly communicated procedures
- Describe practices in terms of how we treat individuals, regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or competence in spoken English
- Be flexible about attendance patterns to accommodate the needs of individual children and families with prior agreement with the parents/carers
- Ensure that information is accessible – in written and spoken form – and where appropriate, in different languages
- Arrange our waiting list in birth date order regardless of developmental age, ability or disability
- We carefully consider the needs of transient families and provide places if available

We strive to fulfill any necessary training requirements for our staff to accommodate children with specific needs.

Employment

We provide a high staffing ratio to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and have undergone specific suitability checks in accordance with Ofsted requirements. We are committed to recruiting, appointing and employing staff in accordance with all the relevant legislation. At Pre-school we:

- Endeavour to accommodate the needs of staff with any disability and will strive to adapt our facilities as necessary
- Ensure all job descriptions include a commitment to equality and diversity as part of their specification
- Advertise all posts in the local and wider community and all applicants are considered against explicit and fair criteria
- Offer the post to the applicant who best meets the criteria, subject to references and checks by the DBS
- Recognise and value and skills of all staff
- Ensure all staff have the opportunity (appropriate to their individual needs) to develop through the appraisal system and supervision meetings & staff meetings

Families

Our Pre-school is committed to providing equality of opportunity and anti-discriminatory practice for all its



children and families. We believe that children benefit most from Pre-school education and care when parents and the setting work together in partnership. We aim to:

- Describe our practices in terms that make it clear that we welcome all parents, other relatives and carers, including child minders
- Recognise that parents/carers are the experts on their own children and are their child's first educators
- Welcome the diversity of family life and work in partnership with all families
- Encourage the children to contribute stories of their everyday life
- Encourage parents/carers to take part and to contribute wherever appropriate
- Welcome the contribution of families that have a first language other than English
- Communicate with the parents / carers through – Social media accounts, communication apps, emails, phone-calls Notice boards, Letters and leaflets and face to face conversations
- Where families have a specific requirement for communication, St. Eval Pre-school will endeavor to upskill their staff to meet the needs of the family.

Curriculum

We provide opportunities to encourage all children to learn new skills, to build their self-confidence and self-esteem and to work harmoniously alongside others. We provide a well-planned and resourced environment to promote and enhance children's learning to fulfil all seven areas of learning and development.

We ensure all children have equal access to all activities and resources and ensure that children with special needs are fully integrated into the daily groupings of the children and their routines. We provide appropriate opportunities for all of the children to explore, acknowledge and value similarities and differences between themselves and others. Encourage and support children with special needs and disabilities to play confidently with other children and make a positive contribution. Develop activities and experiences to raise the other children's awareness of positive images of disability and difference.

We encourage all children to participate in all activities, but we never insist on a child doing something they are not comfortable with. Build learning and development from the starting point of each child, differentiating and extending planned open-ended learning activities appropriately to ensure the inclusion of all children. We value and respect the children and their efforts, achievements and contributions through positive praise & we identify children's individual skills, interests, and preoccupations through ongoing observations, exchange of information from parents/carers, and from information gained from each child's Chat Wheel and Early Years Passport.

At Pre-school we vary our approach to planning and delivering the curriculum to meet the needs of the children through staff meetings, feedback from key persons and observations. We require that all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and each other with friendliness, care and courtesy.

Resources

We aim to provide the children with resources and equipment that promote, enhance and consolidate their knowledge, skills, interests and aptitudes. Activities and play equipment allow children opportunities to develop in an environment free from prejudice and discrimination – we demonstrate this in the following ways:



- Select books, equipment and resources which promote positive image of people of all races, cultures and abilities and are non-discriminatory and avoid racial and gender stereotyping
- Ensure that resources and equipment are readily accessible to the children to promote independence in selecting and participating in chosen activities
- Regularly introduce new books and to use as a resource to support children's interests
- Have resources which reflect cultural diversity and varying ability, including posters, dual language books, fiction and non-fiction books, multi-cultural and various family compositional toys

Special Educational Needs

We identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies. We ensure that the provision for children with SEN/disability is the responsibility of all members of the setting. We work in partnership with parents and adopt a multi-agency approach to meet the complete needs of the children. We monitor, review and evaluate our practice and provision, and when necessary, make adjustments.

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

Purpose

- To meet the needs of children in our setting
- To ensure that Inclusion and Equal Opportunities are put into practice
- To raise quality and standards
- To recognise the rights of the child
- To encourage parents/carers to use the provision
- To increase awareness

Procedures

- We ensure that the provision for children with special educational needs is the responsibility of all members of our setting
- We ensure that our inclusive admissions practice ensures equality of access and opportunity
- We use the graduated response system for identifying, assessing and responding to children's special educational needs
- We work closely with parents of children with special educational needs to create and maintain a positive partnership
- We ensure that parents are informed at all stages of their children's education
- We provide parents with information on sources of independent advice and support
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangement to other settings and schools
- We provide a broad, balanced and differentiated curriculum
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs)
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response
- We have systems in place for supporting children during the referral to the Early Help Hub.



- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs
- We provide resources to implement this policy in full
- We provide in-service training for parents, practitioners and volunteers
- We raise awareness of any specialism the setting has to offer
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources
- We provide a complaints procedure
- We monitor and review our policy annually

What are Special Educational Needs?

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority
- Are under compulsory school age and fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

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

Special educational provision means:

- For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- For children under two, educational provision of any kind.

The designated SENCO for St Eval Pre-school is:

Katy Clasby

In absence SENCO is:

Rachael Richards

Committee SENCO Contact:

Megan King

The SENCO is responsible for:

- Ensuring liaison with parents and other professions in respect of children with special educational needs
- Advising and supporting other practitioners in the setting
- Ensuring that appropriate Individual Educational Plans are in place
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated
- Learning setting organisation and resourcing
- Modifying behaviour programmes



- Developing alternative play and learning strategies
- Developing bespoke communication methods (i.e Makaton, now and next boards etc.)
- Developing regulatory techniques for individuals
- Adapting environments to meet sensorial needs

Identification, Assessment and Provision

Early Years settings have an important role to play in the early identification, assessment and education of children with Special Educational Needs. All settings have a duty to have regard to the Code of Practice in relation to children for whom they receive funding and to ensure that procedures are put into place to identify, assess and develop appropriate programmes of intervention.

St Eval Pre-school follows the Stages of the Graduated Response as set out in the revised Code of Practice. This identifies the stage the child is at, and clarifies who is responsible for the additional provision that is needed to support the child's progress.

Our system of observation and record keeping, in the form of Learning Journals, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis. Children with additional needs are provided for through Individual Education Plans.

If it is felt that a child's needs cannot be met through the setting without additional support, advice will be sought from the Area SENCO to seek extended funding.

Working with Parents and Carers

In accordance with the Code of Practice, St Eval Pre-school acknowledges the importance of working with parents in all aspects of their child's Special Educational Needs, and their detailed knowledge of their child's development and personal characteristics is valued. We ensure that parents feel welcome and confident to express their feelings about how their child's needs are being met. There are frequent opportunities to share concerns, discuss developments and celebrate achievement; thus creating consistency in working towards the child's progress.

We understand that raising early concerns about a child or discussing existing difficulties can be an upsetting and uncomfortable time for parents. Parental expectations support and contributions are respected and valued. Parents are consulted at every stage of intervention.

Child Participation

Child participation is an expected principle of good practice and even the youngest children should be involved. Children who have never been consulted will find difficulty in participating or responding appropriately to the plans created alongside them.

In the early years children need time to be comfortable with this process and by involving children in decision-making at an early age, we provide the foundation on which children can develop their own independence.

We identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies. We ensure that the provision for children with SEN/disability is the responsibility of all members of the setting. We work in partnership with parents and adopt a multi-agency approach to meet the complete needs of the children. We monitor, review and evaluate our practice and provision, and, if necessary, make adjustments. At St Eval Pre-school we have the following in place:

- Implement a SEN policy
- Work within the Disability Discrimination Act 1995 (DDA) framework and ensure we are fully up to date with new amendments to the act



- Contact outside agencies after careful observation and assessment of a child and only after prior consent from the child's parents/carers
- Will not treat a child with learning difficulties or disabilities less favorably
- Will always make reasonable adjustments wherever possible to ensure we are accessible to people with disabilities
- Will apply for any available funding and fully understand the process to do this
- Work closely with parents/carers of children with SEN/disabilities to create and maintain a positive partnership and environment
- Provide parents/carers with information on sources of independent advice and support
- Check that parents understand the graduated procedures of intervention
- Involve the child, listen to and show respect for their view, and offer them choices
- Ensure the privacy and respect the dignity of children when intimate care is provided
- Use Makaton and Braille where necessary as means of aiding communication
- Use visual aids
- Evaluate our resources as an ongoing process and ensure changes are made as and when necessary
- Ensure that learning through play is planned with all the children in mind

Roles and Responsibilities

Management Group (Committee)	Manager	SENCO	All Practitioners
Determine content of SEND elements of policies	Responsibility for day-to-day management including provision for SEN and inclusion	Day-to-day operation of setting's Inclusion and SEND policy	Involved in the development of the SEN Policy
Determine the approach to provision for children with SEN	Keep management group informed	Coordinating provision for children with SEN through the Early Help Hub.	Be aware of and involved in procedures for identifying, assessing and making provision for children with SEN
Assist SENCO with audits and learning walks / mapping pathways for future successes	Work with and support SENCO	Liason with SEN support services such as, health service, looked-after children office, parent-partnership services, etc.	Contributing towards CAFs



Discriminatory Behaviour / Remarks

All persons who have contact with St Eval Pre-school are required to conduct themselves in a professional, appropriate and acceptable manner, providing a positive role model to the children. We ensure that all adults working at, or visiting, the setting behave in such a way that is non-discriminatory and non-stereotypical.

- Reinforce positive behaviour in children and offer alternatives to inappropriate behavior
- Reaffirm to the children the importance of equality and diversity within our society through stories, play, pictures and song
- Will follow the disciplinary procedure if a member of staff behaves in a discriminatory way towards any child or adult

Language

We view children and their families using English as an additional language as an asset to the Pre-school. We always involve parents/carers and seek their support when children are using English as an additional language. We support children using English as an additional language through signing, visual aids and by having appropriately trained staff. We also encourage the sharing of languages. Encourage parents/carers to participate in sessions to talk to the children and share their cultural backgrounds. We reinforce this message continually. We make good use of books, visual aids and play to equally reflect all the children's backgrounds.

Food and Dietary Requirements

At St Eval Pre-school we value and respect the diversity of cultural, religious and medical views towards food and nutrition. We celebrate numerous festivals and use food as an integral part of the celebration to reflect the diversity of our society, we encompass the diversity of cultures and religions by inviting parents/carers to share their preferences with us. Records are kept in accordance with the Early Years Statutory Framework. Staff members gain relevant written information from parents/carers with regard to food allergies & intolerances, special diets, medical conditions, and religion when their child first attends the setting.

Health and Medication

We ensure that the majority of staff at the setting hold a current paediatric first aid certificate. At least one first aider is on the premises at all times. At least one first aider is present on outings. Children with medical needs are made welcome at the setting and measures are put in place to accommodate these children's needs.

At Pre-school we always obtain prior parental permission before administering prescribed medication. The administration of prescribed medicine is detailed and recorded accurately. The record is signed and dated at the time by the person who administered the medicine and by the parent/carer on collection of their child. Staff ensure any individual long-term medical requirements are recorded in the child's personal file, which is stored securely in the office. The Manager is responsible for attending relevant training, working with health professionals to meet the needs of the child, and administering medication. We ensure prescribed medication is in the original container, clearly labelled, within date, and stored appropriately out of reach of children.



Monitoring and Evaluation

We continually monitor the effectiveness of our inclusion and SEND policy and we ensure we are up to date with current effective practices and legislation. The policy is reviewed annually, or before if necessary.

- Ensure that the information parents/carers are provided with regard to the setting is inclusive
- Ensure all policies are monitored, evaluated, and updated at least annually to ensure they are inclusive
- Ensure that our Admissions Policy monitors the effectiveness of our Inclusion Policy
- Ensure the Inclusion Policy is readily accessible and available to all staff, volunteers, students, parents and carers

Our designated Equality and Diversity Coordinator is: [Rachael Richards](#)
(In absence: [Hannah Richards](#))

Further Information

Children's Rights Alliance

www.crae.org.uk

Office of the High Commissioner for Human Rights

www.ohchr.org

Council for Disabled Children, Sure Start and National Children's Bureau (NCB)

www.ncb.org.uk

Early years and the Disability Discrimination Act: What service providers need to know



All Policies to be reviewed annually.

Acceptance of Policy

APPROVAL Signature: Name & Position: Rachael Richards - Manager Date:	AGREED Signature: Name & Position: On behalf of the committee Date:
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Review Record

Reviewed by:	Position:	Date:
Reviewed by:	Position:	Date:
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