

INCLUSION AND SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

POLICY STATEMENT

St Eval Pre-school strives to include everyone in a welcoming and friendly manner. We provide care and education for all children aged between two and five years, and we are committed to giving all our children every single opportunity to achieve the highest standards possible. Inclusion is about creating a secure, accepting, collaborative and stimulating environment in which every child 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 Davey 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 for all. We recognise the rights of the child and parents and 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 and females
- Black and minority ethnic and faith groups
- Gypsy traveller communities
- Asylum seekers and refugees
- Children with special educational needs
- Gifted and 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 and medical requirements

The Early Years Foundation Statutory Framework (2025) 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 and achievable
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning
- Providing additional opportunities to meet the needs of individuals
- Collaboration with multi agency

Admissions

it is our intention to make St table preschool accessible to children and families from Saints devil and surrounding areas. At Saint level preschool 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 practises 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 and 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 when available

we strive to fulfil 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 Saint table preschool we;

- endeavour to accommodate the needs of staff with any disability and will strive to adapt our facilities as necessary new line Ensure all job descriptions include a commitment to equality and diversity as part of their specification new line
- 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 DBZ
- recognise and value the skills of all of our staff
- ensure all staff have the opportunity appropriate to their individual needs to develop through the appraisal system and supervision meetings and staff training opportunities.

Families

our preschool is committed to providing equality of opportunity and anti discriminatory practise for all its children and families. We believe that children benefit most from preschool education and care when parents and the setting work together in partnership. We aim to:

- describe our practises in terms that make it clear that we welcome all parents other relatives and carers including childminders
- recognise that parents and 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 and 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 and 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, we will endeavour to upskill the staff to meet the needs of the family and children.



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. We encourage and support children with special needs and disabilities to play confidently with other children and make a positive contribution. We 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. We build learning and development from the starting point of each child as an individual, 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 and we identify children's individual skills, interests, and preoccupations through ongoing observations, exchange of information from parents there is and from information gained from each child's learning journey.

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. Rule we require that all staff, volunteers and students 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:

- , races, cultures and abilities and are nondiscriminatory 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 nonfiction books, multicultural and various family compositional toys.

Special educational needs

We identify the specific needs of children with special educational needs / disabilities and meet those needs through a range of strategies. We ensure that the provision thought children with special educational needs / disabilities is the responsibility of all members of the setting. We work in close partnership with parents and adopt a multi agency approach to meet the complete needs of all children. We monitor, review and evaluate our practise 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 all children in our setting
- to ensure that inclusion and equal opportunities are put into practise
- to continually raise quality and standards



to recognise the rights of a child
to encourage parents and 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 practise 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 arrangements to other settings and schools as required

we provide a broad, balanced and differentiated curriculum

we use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans

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 special educational needs provision by collecting information from a range of sources

we provide a complaints procedure

we welcome parent and carrot feedback

we closely monitor and review our policies and practise

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

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 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 be 'cause 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 local authority, other than special schools, in the area.



For children under two, educational provision of any kind.

The designated SENCO is: Rachel Richards
in absence of the SENCO: Hannah Richards
committee SENCO contact: Megan king

the SENCO is responsible for;

- ensuring liaison with parents and other professionals in respect of children with special educational needs
- advising and supporting practitioners within the setting
- ensuring that appropriate 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
- developing regulatory techniques for individuals
- adapting environment environments to meet sensor 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 practise 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.

Saint level preschool follows the stages of graduated response as set out in the revised code of practise. 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 operate 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 the 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 practise, St apple preschool 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 highly valued. We ensure that parents feel welcome and confident to express their feelings about their child's needs and whether they are being met or could be supported further. There are frequent opportunities to share concerns, discuss developments and celebrates 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 potentially 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 practise 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 their 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 special educational needs / disabilities and meet those needs through a range of strategies. We ensure that the provision for children with special educational needs / disability is the responsibility of all members of the setting. We work in close partnership with parents and adopt A multi agency approach to meet the complete needs of all children. We monitor, review and evaluate our practise and provision and, if necessary, make adjustments. At Saint level preschool we have the following in place;

implement a special educational needs policy

work within the **disability Discrimination Act 1995** framework and ensure we are fully up to date with new amendments to this act

Contact outside agencies after careful observation and assessment of a child and only after prior consent from the child's parents / carers

we will not treat a child with learning difficulties or disabilities less favourably

we will always make reasonable adjustments wherever possible to ensure that we are accessible to people with disabilities

we will apply for any available funding and fully understand the process to do this

work closely with parents and carers of children with special educational needs / disabilities to create and maintain a positive partnership and environment

provide parents and 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 and dignity of children when intimate care needs to be provided

use appropriate communicative strategies

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 children in mind at all times.

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Discriminatory behaviour /remarks

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

Staff;

reinforce positive behaviour in children and offer alternatives to inappropriate behaviour

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 preschool. We always involve parents and 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. We encourage parents and 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 Saint apple preschool 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 cultural cultures and religions by inviting parents and 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 and carers with regard to food allergies and intolerances, special diets, medical conditions, religion and when their child first attends 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.

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 and carer on collection of their child. Staff and share any individual long term medical requirements are recorded in the child's personal file, which is stored securely and confidentially 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 our special educational needs policy and we ensure we are up to date with current effective practises and legislation. The policy is reviewed annually or before if necessary.

We ensure that the information parents and carers are provided with is inclusive

we ensure all policies are monitored, evaluated and updated at least annually to ensure they are inclusive

we ensure that our admissions policy monitors the effectiveness of our inclusion policy

we ensure the inclusion policy is readily accessible and available to staff, volunteers, students, parents and carers.

Our designated equality and diversity coordinator is: Rachel Richards
(in absence: Hannah Richards).

Further information

children's rights alliance

www.craa.org.uk

office of the High Commissioner for human right

www.ohchr.org

Counsel for disabled children, Sure Start and national children's Bureau

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

