

INCLUSION

SCOPE

Bright beginnings Day Nurseries will promote equality of opportunity and anti-discriminatory practice. We will ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability.

We will have regard to:

- SEN Code of Practice 2001
- Disability Discrimination Act 1995
- Statutory Framework for EYFS 2012
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1986
- Disabled Persons Act 1986
- Child Care Act 2006

AIMS & OBJECTIVES

To ensure that no child, voluntary worker, visitor or member of staff are excluded or disadvantaged because of ethnicity, religion, culture, family background, disability, gender, home language, special educational needs or ability.

To ensure that all the children, voluntary workers, visitors and members of staff feel secure, included and valued.

To establish feelings of respect and trust with all children and their parents or carers, employees and/or voluntary workers.

To treat each child, voluntary worker, visitor or member of staff as an individual and provide equality of opportunity within the nursery.

To encourage self-confidence and a positive approach to learning in all children, voluntary workers, visitors and members of staff.

INCLUSION CO-ORDINATOR

Our Inclusion Co-ordinator is (SENCO) Nicola Smillie

The role of the SENCO is to:

Ensure that the observation and monitoring of children who are identified as having a special educational need or children we may have concerns about takes place.

Ensure that staffs work with and support Parents/Carers.

Promote good working partnerships between Parents/Carers. Ensure that staff consults with and listen to concerns of Parents/Carers in all areas (education, culture, diet, social and emotional).

Advise and support other practitioners in the nursery setting.

Work in liaison with relevant professionals and agencies outside the group to meet each child's specific need.

Oversee the records of all children with SEN and records of steps taken to meet the needs of individual children.

Ensure that relevant background information about individual children with SEN is collected, recorded and updated

Where an "Individual Care & Education Plan - C3" (IEP) is in place, the SENCO will ensure it is appropriate, accurate and regularly updated.

Ensure that diversity is reflected within the setting in all areas (displays- positive images, activities, equipment, books etc.).

Ensure that the setting staff takes into consideration the cultural needs of all children (e.g. by consulting parents re. Diet, religion etc.).

Attend training relevant to the role.

Code of Practice/Identification and Observation of Children with ESN

We have regard for the Code of Practice on the Identification and Assessment of Special Educational Needs. (2001)

A graduated approach is in place.

Early Years Action

This stage involves the identification of a child's SEN through:

Gathering information about the child.

Taking appropriate action to meet the child's needs within our nursery setting.

Monitoring and reviewing the progress of the child on a frequent basis

Intervention if required at this stage would be triggered by an expression of concern by parents/carer or "Key Person" and would need to be substantiated by evidence, for example via observations or assessments.

Concerns may take the form of:

Child does not appear to be making "adequate progress" (makes little or no progress even with additional support).

Continues to perform at levels below those expected of children of a similar age in certain or all areas of learning

Continues to present emotional and/or behavioural difficulties which the behaviour management strategies employed in our nursery setting have not succeeded in overcoming.

Has physical and /or sensory problems and although provided with specialist aids and equipment continues to make little or no progress.

Has communication and/or interaction difficulties and requires specific individual programs to be able to access learning.

If after consultation with the child's parents/carer and the nursery staff this may conclude that a child may need additional support to help him/her progress, the child's "Key Person" will seek the help of the SENCO who will:

Ensure that a dated record of concern is entered on the child's record and the child's name added to the setting's SEN file/register.

Help the "Key Person" and the parents to assess the child's needs.

Provide advice and support when necessary to all the other staff in the setting who will have regular contact with the child.

Ensure that parents are aware of the local parent partnership services.

Contact specialist support such as Educational Psychology, Social and Health Services Area SENCO, Pre-school Inclusion Team Development workers, if necessary.(See attached list of contact numbers)

Together with the child's "Key Person", parents and any other relevant parties, with the information gained draw up an Individual Education Plan for the child.

If after regular reviews of the IEP, progress has been satisfactory a review may decide that the child continues to receive support at the Early Years Action stage.

If progress is now at the level expected of children at the same age, it may be that the child no longer needs additional help. Where this is the case, the child will be observed for a term and if progress continues to be positive the child's name should be removed from the SEN register.

If the child needs intervention from specialist services the SENCO will request help from external services and the child should be moved on to the next stage Early Years Action Plus.

Early Years Action Plus

Children at this stage will be supported by external support services. (See attached list)

External intervention may be sought if despite receiving an individual program and/or concentrated support, the child:

Continues to make little or no progress in specific areas of learning over a long period.

Continues to work at a level significantly below that expected of children of a similar age.

Has emotional or behavioural difficulties which considerably and always interfere with the child's own learning or that of other children within the setting, despite the fact that an individual behaviour management plan has been used.

Has physical or sensory needs which require the use of specialist equipment and or regular visits for direct intervention or advice by practitioners from a specialist service.

Has ongoing communication or interaction difficulties that hinder the development of social relationships and cause significant barriers to learning.

If progress is satisfactory the outcome of review may be that the child continues to receive support at the Early Years Action Plus stage.

If it is decided that the child no longer needs external specialist support, support can be provided at the Early Years Action Stage. (This should happen when a child's progress continues to be at least satisfactory for at least two reviews).

If it is considered that more intensive intervention is necessary and that support given by the pre-school will not be adequate to enable the child to progress satisfactorily it will be necessary for the SENCO to make arrangements to move action to the next stage, statutory assessment.

STATUARY ASSESMENT

This involves consideration by the LEA working with parents, the pre-school setting and any outside agencies involved with the child of whether a statutory assessment of the child's special educational needs is necessary.

In some cases the information gathered during an assessment may reveal ways in which the setting can meet the child's needs without the need for a statement.

In other cases statutory assessment may lead to a statement of Special Educational needs.

Children may be brought to the attention of the LEA as possibly requiring an assessment by:

Request by early years setting (for 3 year olds from September 2004).

Request by a parent

Referral by Preschool Inclusion Team or other agency.

If the LEA decides to carry out a statutory assessment it must seek written parental, educational, medical, psychological and social services advice (and other sources as appropriate).

The statutory assessment process ends when the LEA decides whether or not they will make a statement.

Statement of Special Educational Needs

This will detail the provision appropriate for the child.

The pre-school or nursery will be responsible for delivering the educational program.

The SENCO will be familiar with the statement and should ensure that the child's SEN are made known to all those who will be working with the child.

The SENCO and staff must monitor and review the child's progress throughout the year.

Resources Provided for Children with SEN

In the nursery setting we have a vast assortment of toys and resources. All of which can be adapted accordingly.

If it is felt that a child's needs cannot be met in the nursery setting without additional equipment / resources, funding will be sought to ensure that provision is appropriate to the child's needs.

We will liaise with PSIT, Speech Therapy and other specialist and access their expertise.

Staff have received training in Makaton, working with autism and inclusive practice.

INCLUSIVE ADMISSION ARRANGEMENTS

Children with special needs, like all other children are admitted to the nursery after consultation between parents/carers and nursery staff

Children may also be referred by a development worker from the Pre-school Inclusion Team.

If it is felt that a child's needs cannot be met in the pre-school without additional personnel or equipment, funding will be sought to ensure that provision is appropriate to the child's needs.

Within the nursery setting we operate a development program for each child as an individual. These are covered in Chapter Three Development Policies for the Baby Unit and Chapter Four Educational Development Policies for the Early Years Unit, which follow immediately after this Section. Where appropriate "Individual Care & Education Plan - C2" (IC&EPs) will be developed in conjunction with parents and the nursery SENCO and early years advisors as necessary.

If appropriate/available an interpreter/translator will be provided to facilitate the admission to the setting of a child from a family with English as a second language.

OPERATING POLICY

When a child starts at the nursery a member of staff will talk to the child and the parents about the child's ethnic, religious and cultural heritage and experiences at home. Staff will use this information when planning and carrying out activities within the nursery to ensure that familiar experiences are used as starting points for learning.

Similarly, when a voluntary worker, visitor or member of staff starts at the nursery, an assistant manager will talk to them about their ethnic, religious and cultural heritage and home experiences.

When planning, setting up and altering the rooms, outdoor areas, displays and equipment within the nursery, the staff will aim to create an environment that encourages a positive attitude to learning.

This will include:

- keeping the nursery environment free from any discriminatory practice or stereotypical images
- valuing the local community and environment as a source of learning opportunities
- using displays, resources and equipment that reflect the community in which the children live as well as the wider world.
- The curriculum will include activities to encourage children to respect their own cultural background and beliefs and those of other people. These will include:
 - activities relating to a wide range of religious, ethnic and cultural festivals
 - visits to different places of worship and cultural centres
 - telling stories, listening to music and looking at pictures and videos from a range of cultures and religions
 - role play activities that reflect a variety of cultures
 - discussions with and between the children about the similarities and differences in their experiences and the reasons for those similarities and differences.

The staff will ensure that all children are given support to participate in activities, experiences, visits and discussions and to ensure that all children are listened to carefully and with respect.

Team Leaders will ensure all voluntary workers, visitors and members of staff are given support to participate at the anticipated level of work in a manner and pace that is acceptable to them.

All voluntary workers, visitors and members of staff as they work through their time in the nursery, will be treated with respect and given help to find solutions to any difficulties or problems born from disadvantage due to ethnicity, religion, culture, family background, disability, gender, home language, special educational needs or ability.

The staff will carefully consider the need for equality of opportunity when planning activities and experiences, when necessary modifying activities, provide additional equipment or materials to ensure children are not excluded.

Managers and staff will carefully consider the need for equality of opportunity when planning the work and/or activities of all voluntary workers, visitors and members of staff, to ensure they do not feel excluded.

PLANNING THE EARLY YEARS CURRICULUM

Our long, medium and short term planning takes into account the range of SEN within the group.

Every effort is made to ensure that children with SEN are able to access all areas of the curriculum

Staff carefully plan all aspects of work and consider full differentiated tasks for children with special educational needs.

The SENCO and "Key Person" liaise closely in the preparation of tasks for the child and assess the child's progress together.

We aim to provide an environment which provides opportunities for all children to be included

Within the nursery we have a wide range of toys and equipment, most of which could be adapted to accommodate a child with SEN. We have areas where children can participate in role play, book corner, outdoor play, water/sand play and general equipment which demonstrates the variety of resources we have to offer here at Bright Beginnings Day Nursery. If any physical changes need to be taken into account within the nursery to accommodate a child with SEN, then the appropriate action will be taken accordingly. (I.e. rearrange furniture)

Commitment to working with Parents and Other Agencies

Our aim within the Nursery setting is to encourage development, if we feel progress is not being made or the child may be having considerable difficulties, we will always inform the parent/carer that we have a concern we need to make them aware of. Key Persons will maintain on going records of every child's progress and share these with parents, were there is a concern Key Persons will ask parents to make time to discuss these concerns and any action or contingency plans, they are taking at home, they will then write an appropriate care plan together with the parent to ensure a consistent approach is used with the child. When the key Persons feels additional help is required they will consult with the SENCO and Nursery Manager who will discuss the concerns with the parent and if appropriate gain parental agreement before contacting professionals outside the setting.

Our nursery policy is to share progress reports with parents during parent's evenings twice each year and at any other time by appointment with individual child's key person. Daily written reports are given to all parents and were the key Persons or parent feels more information is required then special arrangements will be made to facilitate this. We have an office which can be used to ensure that discussions take place in private whenever there is a need to do so.

SPECIAL NEEDS

The nursery recognises the wide range of special needs of children and families in the community, and will consider what action it can take towards meeting those needs.

The nursery recognises the wide range of special needs of all voluntary workers, visitors and members of staff in the nursery, and will consider what action it can take towards meeting those needs.

Our Nursery is built to the new DDA standards and has full access and wash room facilities upstairs, for people with mobility difficulties

DISCRIMINATORY BEHAVIOUR / REMARKS

These are unacceptable in the nursery. The response will aim to be sensitive to the victim and to help those responsible to understand and overcome their prejudices.

LANGUAGE

Information, written and spoken, will be communicated clearly in English and every effort will be made to ensure families have access to this information in other languages if this is required. Bilingual/multilingual children and adults are an asset. They will be valued and their languages recognised and respected in the nursery.

FOOD

Medical, cultural and dietary needs will be met.

MONITORING & EVALUATION OF POLICY

The SENCO and Nursery Management will review annually whether the policy has been successfully implemented. This review will take place in June each year and will be discussed at a full staff meeting. Feedback from these meeting will form part of the review and agreed amendments to the policy and practice will be made. We will also be mindful of any further changers to legislation, which need to be incorporated into the policy.

COMPLAINS ABOUT OUR 'ESN' PROVISION

All complaints within the nursery setting should be initially raised with the Team leader, if a complaint cannot be solved then the complainant should be referred to see the Nursery Manager. The Nursery Manager will arrange to meet at a convenient time to help resolve the issues within the complainant. If this fails to satisfy the customer the meeting should be arranged with the directors who will review the situation and seek resolution. Our aim is to deal with complaints both quickly and efficiently, a copy of all complaints should be maintained within the complaints file in the manager's office. (See complaints policy) If after the meeting the complainant has not reached a satisfactory resolution, they should contact:

Offside Early Years

Complaints investigation and information Team

3rd floor, Royal Exchange Building

St Anne's Square, Manchester

M2 7 LA

TEL: 0845 640 4040