

57 Inclusion Policy

At Sticky Fingers we value the individuality of all children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of the children's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well being of all our children matter. This policy helps to ensure that this nursery promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Inclusion statement

We recognise that there may be a diversity of special needs including learning, health, behavioral, emotional and physical.

Pupils for whom English is an additional language also have specific learning needs to enable them to access the curriculum. It must be remembered that the need to learn English is not a special need in itself but may or may not be associated with an additional special educational need.

We aim to provide for pupils who are Gifted and Talented and recognise that they may need special provision in order to cater for their specific needs.

Definition of SEN (from the SEN Code of Practice)

A child has SEN if she or he has a learning difficulty that calls for special educational provision to be made for her or him.

A child has a learning difficulty if she or he:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability that either prevents or hinders the child from making use of the facilities of a kind provided for children of the same age in pre-school.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which she or he will be taught.

Aims: Sticky Fingers aims to be an inclusive setting. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different individuals, and groups of, children within our nursery:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- able, gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers;
- asylum seekers.

Purpose

- To meet the individual 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.

The Early Years Foundation Stage Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

The role of our Special Educational Needs Co-ordinator (Jo Stafford):

Since September 2001 it has been a requirement for all settings, who are registered for the Nursery Education Grant, to appoint a named setting based Special Educational Needs Co-ordinator (SENCO). Each setting is also required to develop and implement a Special Needs/Inclusion policy which reflects the aims and practice of the setting and which supports inclusion.

Our setting based SENCO:

- Works with other staff team to agree and implement the Inclusion Policy
- Co-ordinates the Special Educational Needs provision within our setting
- Offers support for parents
- Supports staff development
- Liaises with other agencies
- Keeps appropriate records
- Assists staff in making observations and assessments
- Assists staff in planning for children with Special Educational Needs
- Contacts our Area SENCO at an early stage for informal advice and support

The Staged Model of Special Educational Needs

Early Years Action: The key worker in consultation with the SENCO needs to gather information to assess the child's learning difficulties. An Individual Education Programme (IEP) is written and put into place.

Early Years Action Plus: As at Early Years Action with additional support from specialists from outside the nursery.

Request for Statutory Assessment: The child is considered for Statutory Assessment and the staff in consultation with the SENCo, parents and outside specialists. The LEA considers the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment.

Statement of Special Educational Needs: If the LEA decides that there is sufficient need for statutory assessment further evidence will need to be collected by the staff team. The SENCo in consultation with the staff, parents and outside specialists

will write a full assessment. The LEA considers the need for a statement of special educational needs and if appropriate, make a statement and arrange, monitor and review provision.

Curriculum, Resources and the Learning Environment:

Curriculum:

We aim to: -

- Ensure total coverage of the Early Years Foundation Stage Curriculum.
- Ensure that the activities provide many opportunities for play and for children to learn through play.
- Provide stimulating and interesting activities.
- Build on knowledge and skills already acquired and making sure that each child is being stretched and able to reach their own potential.
- Produce plans so that pupils can work at their own level and pace through a range of activities.

The nursery aims to provide a differentiated curriculum, relating learning targets, tasks, resources and learning support to individual children's needs in order to maximise their achievement and progress.

As well as a differentiated curriculum, children with SEN at Early Years Action and above will have an Individual Education Programme (IEP) drawn up. At Early Years Action Plus support will be provided from the outside agencies involved in writing IEPs.

We feel it is essential that children with SEN are taught in a fully inclusive classroom and their needs are met within the curriculum being planned. We recognise however the need for additional resources and or equipment. As far as possible the IEP will help the child be included into the planned curriculum within the session.

Resources:

There are a wide range of high quality resources that reflect not only the immediate community but also give opportunities for the children to explore to the wider world around them.

The learning environment:

The nursery is divided into three age specific rooms. This means that within each room children and their individual learning needs can be met with age appropriate, toys, resources and expectations.

The outside area is seen as an extension of the indoors. The activities are planned and the aim is to use the outside area on a daily basis.

Transition into school:

Sticky Fingers has a close working relationship with the local Primary Schools. Information is provided to the new setting when children transfer.

Teaching and learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of children to ensure that all children are achieving as much as they can. We also make ongoing assessments of each child's progress. The staff team use this

information when planning their sessions and activities. It enables them to take into account the abilities of all their children.

When the attainment of a child falls significantly below the expected level, key carers enable the child to succeed by planning activities and resources that are in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, the staff team use materials and resources to promote further development within the area or areas for which the child shows particular aptitude.

The entire staff team ensure that all children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- participate fully, regardless of disabilities or medical needs.

Children with disabilities

Some children that attend our nursery have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within the setting.

The nursery is committed to providing an environment, within its resources, that allows disabled children full access to all areas of learning. All our playroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access.

Team members modify activities and learning expectations as appropriate for children with disabilities.

Team members ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those activities where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities;
- includes approaches that allow hearing-impaired children to learn about music, and visually-impaired children to use visual resources and images both in creative, ICT and other activities;
- uses assessment techniques that reflect their individual needs and abilities.

Identification, assessment and record keeping

Identification

Sticky Fingers recognises the significance of early identification of pupils with Special/EAL needs or pupils who may be Gifted or Talented and works closely with other professionals and parents.

Assessment

The assessment procedure is generally initiated by the key worker and SENCo, who will continually monitor and assess the child's progress through a regular cycle of observation, evaluation and both formal and informal assessment. Information from the parents is also sought and valued. Formal assessments may also be administered by outside agencies supporting the child.

Record Keeping

The key workers and the SENCo are responsible for the completion of all appropriate paperwork relevant to the children's IEP. The SENCo is responsible for completing the paperwork required for Statutory Assessment requests and the annual review of Statements.

NB All records are considered to be confidential and are only accessible to concerned professionals and parents.

Success criteria

Pupil's success can be measured by:

Their completion of IEP targets.

Movement up through the EAL steps/stages.

By a reduction in the quantity of support they require in order to continue progressing.

Working with support services and external agencies

The nursery promotes the value of specialist advice and support from a variety of professional and voluntary services. The school also welcomes and positively promotes links with educational bodies who can promote the children's learning and provide enhanced opportunities for our Gifted and Talented learners.

External agencies that we liaise with:

- Speech and Language Therapy
- Educational Psychologist
- Behaviour Support Service
- Health Visitors
- Pre-school Advisory Teacher
- Area SENCO

Working with parents

Positive parental involvement is important for the success of all children but it is particularly important for children who are Gifted and Talented or those with Special Needs. Parents are consulted at every level of intervention. Parents have a right to be involved in discussions about their child. Procedures should be explained to parents in order to develop a close working relationship and so parents can be made aware of the targets being set for their child. Parents should be offered advice about how they can work with their child at home if they so wish. The effectiveness of any intervention will depend upon the level of involvement of parents.

Consultation with parents is made informally on a daily basis as well as at Parents' Evening. Additional consultation is made at either the parents or the pre-schools request at a mutually convenient time.

Meetings for parents of children at Early Years Action Plus will be organised termly to review and write IEPs.

Complaints

If any parent feels that the school is not meeting the needs of their child they will be supported via the procedures outlined in the Complaints Policy.

Staff development

The manager, deputy managers and SENCo will review the needs of the staff team and provide any necessary training via external courses and in house training. The needs of children and the interest areas of staff will also be taken into account when determining which staff members will participate.