

# **Little Bears Preschool**

## **Inclusion Policy**

### **Statement of intent**

All children are special and at our preschool we welcome all children, irrespective of their special educational needs, disability, mental health, medical need; race; culture; class or social status. We provide an environment in which all children are supported to reach their full potential.

We recognise the need to designate the role of a special educational needs coordinator (SENCO), within our setting. Their role will include the following responsibilities:-

- The day to day operation of the group's special education needs policy.
- Supporting staff with observation and assessment.
- Offering other staff advice.
- Coordinating provisions for children with special educational needs.
- Maintaining the groups SEN register as well as overseeing the records of all children with special educational needs.
- Liaise with parents, together with external agencies as appropriate.

The purpose is to ensure we meet the individual needs of all children in the setting. We must ensure inclusion and equal opportunities are put into practice and the need to raise quality, standards and awareness is paramount.

### **Aims**

Our Preschool aims to:

- Have regard for the DfES Special Educational Needs Code of Practice (2014).
- Have regard to the Foundation Stage Curriculum guidance, the Special Educational Needs and Disability Code of Practice, and the Special Educational Needs and Disability Act.
- Include all children in our provision.
- Identify the specific needs of children with SEN and meet those needs through a range of strategies.
- Work in partnership with parents and other agencies in meeting individual children's needs. ·  
Monitor and review our practice and provision and, if necessary, make adjustments.

### **Methods**

Our SENCO is **Jane Elston** and our aims are achieved by:

- Providing a statement showing how we provide for children with SEN.
- Ensuring that the provision for children with SEN is the responsibility of all members of the pre-school.
- Ensuring that our inclusive admissions practice ensures equality of access and opportunity.
- Ensuring that our physical environment is, as far as possible, suitable for children with disabilities.
- Working closely with parents of children with SEN to create and maintain a positive partnership.
- Ensuring that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- Providing parents with information on sources of independent advice and support.

- Liaising with other professionals involved with children with SEN and their families, including transfer arrangements to other settings and schools.
- Using the graduated response system for identifying, assessing and responding to children's special educational needs.
- Providing a broad and balanced curriculum for all children with SEN.
- Providing a differentiated curriculum to meet individual needs and abilities.
- Using a system of planning, implementing, monitoring, evaluating and reviewing IEPs for children with SEN.
- Ensuring that children with SEN are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- Using a system for keeping records of the assessment, planning, provision and review for children with SEN.

In order to further ensure our commitment to equality and inclusion we also:

- Provide resources (human and financial) to implement our SEN policy · Provide in-service training for practitioners and volunteers.
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- Ensure the effectiveness of our SEN provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Statementing process.
- We provide a complaints procedure.
- We monitor and review our policy annually.

### **Transition into full time education**

We endeavour to make the transition between Preschool and full time education as smooth as possible, having a close relationship with the reception teachers at the local primary school. Our transitional document is filled out for all children, which is given to the school to assist the teacher with an overview of the child's achievements and has room for comments or concerns, we may have regarding an individual child.

Approved.....: **(Committee Chair's signature)**

Adopted on ..... Review Date .....