



Sherwood Pre-School
Community. Learning. Progress.

INCLUSION POLICY

The pre-school believes in the principles of equal opportunity and therefore welcomes children regardless of ability or disadvantage. Our aim is to provide a stimulating atmosphere and appropriate learning opportunities for all children. We also aim to have regard to the 2001 DFES Code of Practice on the identification and assessment of children with Special Educational Needs.

1. The group recognises the wide range of children and families with particular needs in the community. This includes:
 - 1.1 children with Special Educational Needs (SEN) because of physical or mental impairment
 - 1.2 gifted children with an exceptional, general or specific ability
 - 1.3 children for whom English is not their first language
 - 1.4 children from disadvantaged homes
 - 1.5 children from homes where a parent or other family member is chronically ill or disabled and requires a disproportionate amount of care
2. Children with special needs, like all other children, will be admitted into the group after consultation between parents/carers, and key personnel, if deemed to be appropriate, such as portage workers, local education authority officers or social workers, in order to ensure that the pre-school has or can acquire, within its financial capability, the appropriate resources and level of staffing to accommodate the special need. The pre-school will therefore endeavour:
 - 2.1 to source suitable equipment to enable those with physical disabilities to be correctly supported, enabling them to make full use of activities
 - 2.2 to source extra equipment to enable high achievers to develop to their full potential.
 - 2.3 to ensure that all children have full access to the play opportunities offered within the setting
 - 2.4 to select resources, for example books, posters, jigsaws, etc. which portray positive images of people with disabilities.
3. The pre-school will ensure that all children benefit from:
 - 3.1 a stimulating environment which supports every child's learning through planned experiences and activities that are challenging but achievable for them
 - 3.2 a curriculum which reflects diversity and demonstrates equality and respect for individuals and communities
 - 3.3 discussion about disability, to try to ensure that children and parents within the pre-school develop a positive attitude, which will help combat discrimination against people with disabilities in the wider community
 - 3.4 sufficient adult attention to meet their needs with dedicated staff provided where resources allow
4. Staff welcome the opportunity to work and liaise with other professionals, such as portage workers, paediatricians, therapists and health visitors, in order to meet children's specific needs.
5. Staff will monitor all children's progress on an individual basis. With parents' or carers' consent, evidence will be provided if a child is to be assessed for the purpose of a statement of their special educational needs.
6. Staff will attend, whenever possible, in-service training on special needs.
7. Policy and practice will be reviewed annually to reflect current circumstances and take into account any national or local guidance on inclusion or Special Educational Needs.
8. The pre-school's system of observation and record keeping monitors children's progress on an individual basis. Individual Education Plans (IEPs) are prepared for each child and attainable goals set to enable the child to reach their full potential. Parental involvement with record keeping is welcomed to help provide a perspective from home to complement that of the pre-school.



9. Any staff concerns, regarding a child's development, will be referred to the Special Needs Co-Coordinator (SENCo). The SENCo's role is:
- 9.1 to work with parents and staff to produce, monitor and review the group's SEN policy.
 - 9.2 to set up, monitor and update the SEN register and to keep up-to-date records for each individual child.
 - 9.3 to contribute to formal assessment and reviews for children who have statements of SEN
 - 9.4 to support staff in making observations, assessments, setting appropriate targets and adapting the curriculum for disabled children, children with SEN, including high achievers.
 - 9.5 to identify and address staff training needs in relation to SEN as well as pass on any relevant up-to-date information about developments on provision for children with SEN.
 - 9.6 to ensure effective and constructive liaison between staff and parents.
 - 9.7 to liaise with external agencies to gain information, advice and support in relation to disability and SEN issues. Should the SENCO and parents feel that additional support and advice is needed to help the child reach their full potential, outside agencies will be contacted.

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