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# **INCLUSION POLICY**

## **(Including special educational needs, disabilities, English as an additional language, under and over achievers)**

It is the responsibility of:

**Lisa Lowes (Proprietor/Owner/Manager)**

To ensure this policy is followed at all times.

Designated Special Educational Needs Co-ordinator (SENCO) for the above address:

**Lisa Lowes**

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#### **1. POLICY STATEMENT**

We believe that every child deserves the best possible start in life and the support that enables them to reach their full potential, all children will be admitted according to our admissions policy.

We are committed to working in partnership with children, families and outside professionals to identify and plan for children and their families needs at the earliest opportunity. (It is widely recognised that early intervention and identification of a child's need is crucial in the prevention of the child having further difficulties in later years). We will promote self-esteem, honesty, mutual respect and take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they be an adult or child.

Our service is fully inclusive in meeting the needs of all children who attend, special attention is however placed on children who:

- **Are under or over achieving (including those who are gifted or talented)**
- **Have disabilities/additional/special educational needs**
- **(Who's) home language is not English**
- **Are from disadvantaged backgrounds**

We celebrate the diverse strengths, abilities and needs of each and every child (see Learning and development policy), working with children and their families everyone will be included, valued and supported. Staff will work with children individually and in groups to support their specific needs.

We take positive action in removing disabling barriers; reasonable adjustments (including adapting ratios, practice, provision, activities, equipment or environment) will be made for all children with specific needs (including any of those groups noted above) so that all children can participate and be supported to progress and be the best they can be. Even within a fully inclusive environment there will remain a small number of children whose individual needs are such that they cannot access early education without an improved adult to child ratio. When providing additional support staff we will do this with an inclusive ethos, staff support the needs of all children so that they do not become inappropriately dependant on one adult.

All of our assessments (and concerns) are based upon:

- Northumberland Local Authority's Speech and Language (SALT) and Inclusion toolkits, Occupational Therapy (OT) Screening Tool and Multi-agency Threshold Documents
- Staff experience and knowledge of child development
- Information provided by parents/carers/other professionals
- EYFS Development Matters guidance
- Mary Sheridan's From Birth to Five-Children's Developmental Progress book and any other specific reference materials.
- Specific criteria set by relevant healthcare professionals
- Common Assessment Framework (CAF)

Is used on a national level, it provides a single format of assessment used by all agencies working with children and young people when there are concerns about how well they are progressing/where their needs are unclear or when more than a single service is needed to address the child's needs. The CAF helps identify which services are needed to work together as the 'team around the child' and should prevent parents from having to re-tell their story to every professional they meet. Any action plans set should be monitored and reviewed.

### **NORTHUMBERLAND INCLUSION TOOLKIT**

Helps practitioners begin the process of identifying and planning for children's individual needs. Information gathered can be shared with other professionals (if/ when they may become involved in the child's care).

**Section 1** provides information about the toolkit.

**Section 2** provides guidance on using the toolkit.

**Section 3** is the **inclusion pathway** and is used where there are some initial concerns regarding a child's progress.

**Section 4** provides guidance about **gathering information** about the child's needs where there are ongoing concerns.

**Section 5** provides **summary assessment** prompts (these are filled in by parents and key workers).

**Section 6** provides Activity guidance (suggestions of activities to help adults observe and make simple assessments).

**Section 7** is the **Inclusion wheel** and is used to record a summary of what is known about the child and targets and actions to support the child (these are completed with parents). All children who have an identified additional need/special educational need or disability will have an inclusion wheel.

**Section 8** is the recording and reviewing action paperwork (filled in by Lisa Lowes) and agreed with parents and other professionals (where relevant).

**Section 9** regards planning for transitions to other setting where the child has an ongoing need.

All paperwork pertaining to developmental checks and assessments will be held in the child's file.

Our policies and procedures have regard for the Equality Act 2010, DfES Special Educational Needs Code of Practice (2001), Disability Discrimination Act 2002 and the Early Years Foundation Stage (EYFS) (2012).

This policy will be reviewed **Annually**.

## **2. ROLES AND RESPONSIBILITIES**

See also learning and development policy.

Our inclusion co-ordinator (formerly Senco updated May 2009 in line with guidance form Northumberland Local Authority) is **LISA LOWES**. She has attended relevant SENCO, additional needs Disability and Discrimination Act training.

. Her role is to:

- Act as a link between parents and outside agencies such as the local authority Early Years Inclusion Coordinator (EYIC-previously known as area SENCO), Portage, Speech and Language, Ed Psych and be responsible for collecting any information, observations and advice from all parties involved in the child's care.
- Completes form 3.3 & 8.2 (inclusion toolkit paperwork).
- Provide in-house support to staff, children and their families and ensure that staff are kept up to date on current legislation and training accessed.
- Ensure necessary equipment or measures are taken to meet all children's needs.
- Have regular meetings with key workers where there are concerns or identified needs.
- Investigate any incidents of discrimination and provide support for any individuals who are discriminated against.
- Observe staff practice to evaluate the effectiveness of inclusive practices and identify ways in which adults and children are encouraged to value and respect others.

Parents must provide us with all information pertaining to their child's needs (including any disabilities, special educational needs, language barriers, under/over achievements in relation to the seven areas of learning) , background and family circumstances and inform us of any changes with may potentially affect a child's developmental needs.

Parents please note we do not need permission to contact an EYIC for inclusion advice.

All Staff must:

- Be aware of the expected developmental norms and complete focused observations and assessments and any relevant paperwork relating to the child's learning, development, actions and interactions.
- Work with and support children, parents, staff and outside professionals, following specific care plans or necessary action plans.
- Discuss any concerns with parents, their team leader and Lisa Lowes.
- Support those less experienced in relation to any concerns.
- Ensure that activities and experiences offered are inclusive to all children, all children will be encouraged to join in and special adaptations will be made as necessary. Resources provided will reflect the diverse society we live in, all children and adults will be encouraged to value and respect each other.

### **3. TRAINING AND DEVELOPMENT**

All staff are given training on inclusion on induction. Staff will attend relevant training necessary to their role, the manager will organise any specialist training (including administering relevant medicines and performing invasive care procedures when these are required).

### **4. SPECIAL EDUCATIONAL NEEDS/DISABILITIES**

Parents must record all information pertaining to the child's needs (including any medical requirements) and inform us of all professionals involved in the child's care.

Lisa Lowes will:

- Arrange a meeting with parents/ carers and relevant professionals (where necessary) prior to the child attending to identify resources or equipment that are required to aid the inclusion of the child.
- Identify and deploy sources of funding where necessary to support the inclusion of children. Up to 6 hours of support for children with complex additional needs can be sought. The local authority may also provide limited funding for additional support for children who cannot access education without improved ratio.
- Explain what strategies have been tried and why we feel the child may require a higher than normal ratio. When granted funding we record how the money has been used and what outcomes have been achieved.
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Statementing process.
- Attend all meetings with outside professionals.

An inclusion wheel will be completed within the first 6 weeks and reviewed as necessary.

Individual Education Plans (IEP) will be completed in line with guidance and advice from outside professionals; these are reviewed every 6 weeks by the key worker and Lisa Lowes.

We welcome other professionals into our setting to work with us and support all children. Where a child has numerous professionals involved in their care visits may be restricted to one per week in the best interests of the child (to ensure the child can "enjoy" their experience of nursery).

The key worker will:

- Use all relevant equipment.
- Follow and complete all tasks on the child's IEP and inclusion toolkit paperwork and carry out focused observations on specific areas of concerns. These will be shared with the SENCO every 6 weeks.

## 5. CHILDREN WHO ARE UNDER ACHIEVING:

Parents must record any specific needs their child has on the All about me form or inform us at the earliest opportunity of any specific concerns they have regarding their child (no matter how minor or trivial they seem).

If a child's **progress in any of the prime areas gives cause for concern** (including simple to complex cognitive, physical or emotional needs) or the child displays any unusual behaviour:

### Minor concerns:

The key worker will:

- Carry out further observations and base assessments on EYFS Development Matters guidance, Mary Sheridan's From Birth to Five-Children's Developmental Progress book and any other specific reference materials held within the setting.

- Discuss concerns with the child's parents and/or carers and agree ways in which to support a child, (this will be recorded in the child's learning journal).

The child's progress tracker will clearly show at what developmental stage the child is currently working at.

### **On-going concerns:**

The child's key worker will:

- Carry out focused observations and make assessments based on:
  - Northumberland Local Authority's Speech and Language (SALT) and Inclusion toolkits, Occupational Therapy (OT) Screening Tool and Multi-agency Threshold Documents
- Discuss assessments with parents (and plan any next steps to support the child, including involving any other persons involved in the child's care).
- Discuss their concerns with their team leader and the SENCO (Lisa Lowes).
- Arrange a meeting with parents to discuss the intention of starting the inclusion pathway (section 3 of the inclusion toolkit).

**Where the concerns regard behaviour the key worker and parent will agree a range of strategies, these will be recorded on a behaviour plan and reviewed every term.**

The SENCO will ask parents if they agree to us contacting:

- The child's health visitor and any other carers or settings the child attends to discuss our concerns.
- The area inclusion co-ordinator or specific health professionals i.e speech and language, physio for advice.

Parents should note:

More often than not the child may just need a bit more additional support for a brief period of time. We recognise that this can be a very emotional time for parents/carers; staff are at hand to give support, answer questions, share concerns and celebrate any achievements (however great or small). The inclusion pathway may be started and no further action taken where substantial progress is made.

### **Longer term concerns:**

The key worker will update the Senco every ½ term.

Parents will be asked to attend a meeting to discuss starting Section 4 and 5 of the inclusion toolkit. Meetings will be held approximately every term to review the child's needs and set actions as necessary.

Parents may be advised to ask for their child to be referred to a paediatrician.

Where concerns continue another meeting will be held with the key worker, Senco and parents to discuss the intention of starting the inclusion wheel.

The SENCO will ask parents if they agree to us contacting the area inclusion co-ordinator or specific health professionals i.e speech and language, physio etc.

The inclusion wheel when started will be reviewed every term with parents.

### **CHILDREN WHO ARE OVER ACHIEVING OR GIFTED/TALENTED.**

Parents must record any specific needs their child has on the All about me form or inform us at the earliest opportunity where their child is over achieving or is gifted/talented.

The key worker will:

- Carry out further observations and base assessments on EYFS Development Matters guidance, Mary Sheridan's From Birth to Five-Children's Developmental Progress book and any other specific reference materials held within the setting.
- Discuss their assessments with the child's parents and/or carers and agree ways in which to support a child, (this will be recorded in the child's learning journal).
- Adapt their practice to meet the child's needs.
- Discuss the child's needs with their team leader and Lisa Lowes.
- Additional equipment/resources may be sourced appropriate to the child's capabilities.

### **Gifted/talented children**

As above and:

Key workers will follow:

- The National Strategies guidelines for gifted and talented children.
- Arrange a meeting with parents to discuss the intention of starting the inclusion pathway (section 3 of the inclusion toolkit).

The SENCO will:

Ask parents if they agree to us contacting the area inclusion co-ordinator.

Source additional equipment/resources appropriate to the child's capabilities.

### **CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

Parents must:

- Provide staff with a selection of key phrases and provide information regarding the child's heritage and culture .

Staff will:

- Carry out further research on the child's home language/culture.
- Ensure key words/phrases are used within the setting (both in written and verbal).
- Be aware of the correct pronunciation of the child's name and how to address family members.
- Ensure English is learnt in context, through practical, meaningful; experiences and interaction with others. Communication will be supported through gesture, sign, facial expression and visual support.
- Use pictures, posters, puppets and signs will be used as a learning aid and use a variety of writing in the children's home languages as well as English, including books, notices and labels. They will provide opportunities for children to hear their home language as well as English through spoken word, audio and video materials wherever possible.
- We provide opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Staff will not correct errors in speech but rephrase in an encouraging way.

The manager will:

- Source any specific resources necessary to support the child and its family including bilingual support (where necessary).

### EYFS Key themes and commitments

Child development Health and well-being Inclusive practice Keeping safe	Respecting each other Parents as partners Key person Supporting learning	Supporting every child The wider context The learning environment	Areas of learning and development Play and exploration Active learning Creativity and critical thinking
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### LEGAL FRAMEWORK:

**Children's Act 1989**

**Disability and Discrimination Act (DDA) 1995**

**Early Years Foundation Stage (2012)**

**Education Act 1986**

**Employment Equality (Religion or Belief) and (Sexual Orientation) 2003**

**Equal Pay Act 1970**

**Equality and Diversity Act (2010)**

**Every child matters (2004)**

**Freedom of information Act 2000**

**Health and Safety at Work Act 1974**

**Human Rights Act 2000**

**Race Relations Act 1976 & Amendment 2000**

**Sex Discrimination Act 1976,1986**

**Sexual Discrimination (Gender Reassignment) 1999**

**Special Educational Needs and Disability Act 2001**

**The Equality Act 2006**

**Un convention on rights of child 1989**

### FURTHER GUIDANCE

Useful Contact Numbers:

Inclusion Toolkit	Liz Hilsdon	01670 533 570
EYIC/area SENCO	Cheryl Redpath	07747188610

Special Educational Needs Code of Practice for Early Education Settings (2004)

This policy was adopted

All Staff

Held on

June 2013

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Date to be reviewed

June 2014

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Signed

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Name of signatory

Lisa Lowes

Role of signatory

Manager

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