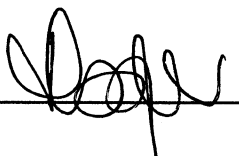


Little Frogs Pre School Inclusion Policy

Ethos/principles

All children are special. We strive to provide equal opportunities and a welcome for all, recognising that certain groups and individuals are discriminated against. No two children manifest exactly the same needs. All children irrespective of special educational need; disability; mental health or medical need; race; culture; class; creed; sexual orientation; gender or social status have the right to express their needs and have them met. In line with the Children and Families Act 2014, the views and wishes of each child and their parents is paramount to providing the best possible educational outcome for our children which is recognised in our planning and reflective practice.

This Policy and the provision's practices will be reviewed periodically and kept up to date in accordance with any changes in legislation.

Policy Approved By:  Date: 15/4/15

(On Behalf of the Management Committee of Little Frogs Pre-School)

Admissions arrangements

The Preschool is open to any family. It is our intention to make our pre-school genuinely accessible to children and families from all sections of the community. We aim to provide a warm welcome and appropriate learning opportunities for all children.

Applications for places are made by completing registration and booking forms, available from the pre-school. We have a policy for Admissions arrangements and over subscription. We encourage parents and carers to visit the pre-school with their children during the weeks before admission is planned.

Staffing policy

Our keyperson system ensures each child and family has one particular staff member who takes a special interest in them.

Our pre-school's budget includes an allocation towards training costs.

We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation.

SENCO

We have a nominated member of staff responsible for co-ordinating issues relating to special educational needs and equal opportunities. She is the named SENCO. Her name will be found ON THE NOTICE BOARD.

The SENCO is responsible for overseeing policy into practice and ensuring a regular review.

Aims of the policy

Inclusion is meant in its widest sense. The policy addresses the rights of children and young people as well as parents and carers, students and all staff. It includes individuals with special educational needs and/or a disability, as well as those from minority ethnic groups; Travellers; and any other diverse cultural groups. It also includes those with English as an additional language and Children in Public Care (Looked After Children). Those with specific medical needs; suffering from low self esteem; or experiencing mental health difficulties are also included.

It also incorporates the rights of the child and equal opportunities, as well as any other groups at risk of exclusion or social exclusion.

We will aim:

- To work in partnership, as far as possible, with all those involved in the child's upbringing.
- To recognise importance of parents/carers and families in the life of every child.
- To actively try to seek the views of children and families and value their contribution.
- To promote access for all children to the same range of services, facilities and resources.
- To safeguard the welfare of every child.
- To provide a range of stimulating, fun and creative activities which are both age and ability appropriate and in line with Foundation Stage Curriculum Guidance;
To increase awareness of special needs, minority groups and groups that can be discriminated against;
To encourage both adults and children to have a positive self image;
- To create a caring and friendly setting;
- To challenge unacceptable language, actions or beliefs, which may be prejudicial or exclusive to others.
To work closely with other professionals that may become involved in the education of our children.

The purpose of the policy is

- To meet the individual needs of children and young people 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 policy is implemented as follows

We have at least one member of staff to each eight 3-5 year olds and one for each four 2 years olds. If it is felt that a child's needs cannot be met in the pre-school without the support of a one-to-one carer, funding will be sought to employ one;

Our toys, equipment and resources are selected to take account of children's individual needs, interests and backgrounds and to promote non-stereotypical images;

We have wheelchair access and a disabled toilet;

Staff are encouraged to access relevant training opportunities organised by Devon LEA and the Partnership.

We have regard for the Foundation Stage Curriculum Guidance, Special Educational Needs revised Code of Practice and the Special Educational Needs and Disability Act;

Short term planning shows differentiation for most activities by highlighting extension/support learning intentions.

Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis. Any concerns with progress are discussed with the parents/carers and staff.

We work in liaison with staff outside the group including the area SENCO, therapists, health visitors, psychologists, social workers, paediatricians and portage workers to meet children's specific needs;

We operate a regular system of reviewing, monitoring and evaluating the effectiveness of our teaching and learning through participation in a Quality Assurance Scheme;

We support the work of our staff by regular monitoring and staff appraisals;

We use a graduated response method for monitoring children's needs, based on constant observation and assessment.

DAFs and IEPs are used to guide individual children's learning and facilitate joint working, where appropriate;

Staff regularly attend meetings, conferences and training courses to make effective links with outside agencies and to exchange information:

We attend area cluster group meetings to liaise with other early years settings in the area and hold twice yearly meetings with the local primary and pre-schools. A transition document is compiled and contributed to by each child, their parent/carer and the child's keyworker and is forwarded to the next setting.

We involve parents in shared record keeping about their own child both formally and informally. We ensure that parents are kept informed on a regular basis about their child's progress;

We talk with the children and listen to their needs, wishes, opinions, likes and dislikes and we value their contributions. Our planning reflects these contributions.

Complaints procedure

In the event of a complaint about special educational needs or equal opportunities issues, the Complaints Procedure will be followed with particular reference to the relevant legislation:

- Disabled Persons Act;
- Race Relations Act;
- Sex Discrimination Act;
- Childrens Act;
- Special Educational Needs revised Code of Practice;
- Special Educational Needs Disability Act.

Review

This policy will be subject to annual review by staff and members of the management committee.