

Jungle Hut



Pre school

Inclusion policy

Statement of Intent at The Jungle Hut Pre-school, we are committed to providing an accessible, welcoming and stimulating environment, where all children and their families are welcomed and supported. We intend to maximise inclusion and the entitlement of all children to experience a broad and varied curriculum.

Inclusion is meant in the widest sense. It incorporates children and young people as well as the rights of parents/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.

Aims

We recognise children's uniqueness and aim to support the individual needs of each and every child recognising their rights and raising awareness, ensuring that Inclusion and Equal Opportunities are put into practice.

- We have regard for the DfE & DoH Special Educational Needs and Disability Code of Practice (2014)
- All children have a right of full access to Early Years Education and care through the Early Years Foundation Stage Curriculum. (EYFS)
- All children have a right to expect to learn in a caring and considerate environment where the staff and the children are all valued for their contribution to pre-school life.
- The pre-school is committed to the early identification of children with Special Educational Needs and Disabilities (SEND) and to adopting clear and open procedures which are outlined in our Special Educational Needs policy.
- The Jungle Hut is committed to, working closely with parents who are fully involved in all decisions that affect their children's education and other professionals/outside agencies
- We will provide, within available resources, the highest possible quality support and inclusive education for children with SEND.
- We will monitor and review our policy, practice and provision and, if necessary, make adjustments.

Methods

We ensure that the provision for children with special educational needs is the responsibility of all members of the setting. Our Key Worker system ensures that each adult can give every child plenty of time and attention. However, Since September 2001 it has been a requirement for all settings, who are registered for the Nursery Education Grant, to appoint a named Special Educational Needs Co-ordinator (SENCO). Each setting is also required to develop and implement a Special Educational Needs and Disabilities/Inclusion policy which reflects the aims and practice of the setting and which supports inclusion.

Our settings SENCO's are Natalie Cluett and Claire Chaffey.

The role of our Special Educational Needs Co-ordinator's:

- Works with other staff to agree and implement the Inclusion Policy
- Co-ordinates the Special Educational Needs and Disabilities provision within our setting
- Offers support for parents
- 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

Admissions Arrangements

All children are welcomed and admitted into our pre-school. Relevant information is collected from the child's parent/carer so that we are able to include the child fully within the pre-school. Children with a disability will not be treated less favourably for a reason relating to their disability. If a child is considered to have special needs there will be a consultation between staff and parents/carers. After this consultation any reasonable adjustments to our setting, which are felt necessary to allow us to meet the needs of the child, will be made. It may also be necessary for the preschool to ensure that the correct equipment, staffing needs and training is in place for a child's specific needs prior to admission.

Partnership with Parents and Carers

We work closely with all parents/carers as we recognise that parents are the primary educators of their children; they influence their social and emotional development and play an important role in their learning and education. Where children with special educational needs and/or in need of social inclusion are concerned this is even more important. We respect and aim to meet the differing needs that parents may have themselves. Parents/carers are consulted at every level of intervention and we encourage parents to share information about their child and to be involved in shared record keeping and in drawing up individual educational plans. 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 Parent Consultations (once a term). Additional consultation is made at either the parents or the pre-schools request at a mutually convenient time. We will also provide parents with information on sources of independent advice and support. We ensure that children with special education needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

Links with support services and other agencies

We recognise that to provide a fully inclusive and supportive environment, there is a need when considering Inclusion/SEN to work closely with the full range of support services and external agencies. We are committed to this approach as we believe that linking with others on inclusion issues and exchanging information is in the best interests of the children. Parental consent will always be obtained before children are referred to other professionals or before records are shared or transferred. Where consent is not given, we will strive to have ongoing dialogue with parents and to work to meet the child's needs.

Facilities

We aim to provide equality of opportunity for all children and adults to make use of the varied facilities available at our setting. We provide a range of learning opportunities both inside and outside, to enable all children to access the 7 areas of learning contained within the Early Years Foundation Stage Curriculum. We will make reasonable adjustments to our policies, practices and procedures in order to allow equality of access and to avoid putting children with special needs at a substantial disadvantage, this may include, making physical changes

Staffing

In line with Ofsted guidance, we have high staff/child ratios at The Jungle Hut, with at least 1 adult to 8 children for the 3-4-year olds and at least 1 adult to 4 children for the 2-year olds. All members of staff are aware of the individual needs of children, so that consistency and continuity of care can be provided. Where staff have been appointed to work individually with children with specific individual needs, they will be over and above the staffing levels required by OFSTED.

Training

We are committed to providing continuing staff training with regards to inclusion and special needs issues. Our SENCO's attend area SENCO training meetings whenever possible and feed information from these back to other members of staff.

Curriculum & Resources

We aim to ensure that all children have equality of access to the early year's foundation stage curriculum. Our plans reflect the children's own interests and home life and also broaden their experiences to celebrate the diversity of the world around us, and will also identify support and extension areas.

We run a continuous provision setting, which means that a majority of our resources are out every day and therefore, always be available to children. Our resources support learning in all 7 areas of the Early Years Foundation Stage curriculum and are appropriate to the developmental stage of the children in the setting. Our resources reflect a variety of cultures and life styles and posters and books depict cultural diversity. We consider it important that our resources promote a positive self-image for all children and adults within our setting. Our resources are regularly reviewed and updated as the budget allows. Children with individual needs may require modified or specialist resources and wherever possible these will be provided.

The learning Environment

The layout of The Jungle Hut Preschool, enables resources to be laid out to support learning, promote confidence and independence, encourage good behaviour and to allow easy access between areas for all children. We make use of our outside play area in developing all areas of the curriculum. We will ensure that any reasonable adaptations are made to our setting to allow all children to access all parts of our learning environment.

Transition into school

We endeavour to work closely with local schools in order to provide a smooth transition for our children into school and to share good practice. Children usually attend an introductory session in their new school in the term prior to them leaving our pre-school, and also have the opportunity to visit with their parents. Local schools, will usually attend pre-school at this time to meet the children in a familiar setting. Where a child has been identified as needing additional visits these are arranged in consultation with the parents and the school. We liaise closely with local schools, and pass on a record of transfer. Where children have more complex needs, the feeder schools are given information in advance, with the parent's permission, so that provision can be made in advance at their new school. If there are outside agencies involved, they may be involved in the discussions with the schools or will also be consulted, so that their input can be included. Complaints regarding SEND Provision Complaints will be dealt with in accordance to with the setting's complaints policy and procedure.

Links to other documents / guidance:

- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf

- <https://www.gov.uk/guidance/equality-act-2010-guidance>
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This policy was adopted at a meeting of The Jungle Hut Pre School

Held on

Signed on behalf of the management committee

Name of signatory

Role of signatory