



Inclusion policy

Minety Pre-school CIC is committed to providing an appropriate and high quality education to all of our children. As a school we believe that all children including those having Special Educational needs to have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them and allows them to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

This policy helps to ensure that Minety Pre-school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Children with special educational needs;
- Gifted and talented children;
- Children who are at risk of disaffection or exclusion;
- Travellers and asylum seekers.
- Children who need support to learn English as a second language.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Minety Pre-school we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We ensure that children who are identified as having a perceived 'need' are shared with the **SENCO** and their progress is monitored termly.

AIMS AND OBJECTIVES

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or a group of pupils.

- We aim to have flexibility in our approach in order to best support and respond to a child or group of children.
- Within each class teaching and learning styles and organisation will be sufficiently flexible to ensure effective learning.
- Where appropriate links will be made with outside agencies in order to provide the most appropriate provision for the child. This may take the form of links with other professionals e.g. Specialist Support Service and network links e.g. Primary Circles group to support staff.
- We develop individual/ group provision plans for children throughout the school.
- We have a referral system in place for those children who will benefit from barriers to learning' intervention.
- We monitor the progress of all children tracking their achievement on a termly basis.

ARRANGEMENTS FOR PROVIDING ACCESS TO LEARNING AND THE CURRICULUM

Minety Pre-school will ensure that all children have access to a broad and balanced curriculum based on the National Curriculum programme of study. The programme of study will be used flexibly in order to meet the needs of every child. At Minety Pre-school we firmly believe in the five outcomes of Every Child Matters and believe that it is every child's entitlement to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

To this end we:

- Provide children with at least two hours of physical activity per week.
- Raise children's awareness of safety issues and involve parents and the community in reinforcing the message.
- Offer the children a broad, balanced and creative curriculum.
- Involving children in wider issues that affect their community and involving them in the decision making and problem solving process.
- Children's participation in mini-enterprise projects such as the Rotary Award.

TEACHING AND LEARNING STYLE

- We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make on going assessments of each child's progress. Staff use this information when planning. It enables them to take into account the abilities of all their children.
- When the attainment of a child falls significantly below the expected level, staff enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, staff use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.
- Staff are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Staff ensure children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions;
- Participate safely, in clothing that is appropriate to their religious beliefs;
- Are taught in groupings that allow them all to experience success;
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Are encouraged to participate fully, regardless of disabilities or medical needs.

CHILDREN WITH DISABILITIES

Some children in our school may have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. Staff modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning staff ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

ACCESS TO INFORMATION

- All children requiring information in formats other than print have this provided.
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- Minety Pre-school uses a range of assessment procedures within lessons (such as role-play and drama and drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

The role of our Special Educational Needs Co-ordinator:

Since September 2001 it has been a requirement for all settings, who are registered for the Nursery Education Grant, to appoint a named setting based Special Educational Needs Co-ordinator (SENCO). Each setting is also required to develop and implement a Special Needs/Inclusion policy which reflects the aims and practice of the setting and which supports inclusion. Our setting based SENCO:

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

THE STAGED MODEL OF SPECIAL EDUCATIONAL NEEDS

Early Years Action: the staff in consultation with the SENCO needs to gather information to assess the child's learning difficulties. An Individual Education Programme (IEP) is written and put into place. Provision for extra support is made within the resources of the pre-school.

Early Years Action Plus: As at Early Years Action with additional support from specialists from outside the pre-school.

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Request for Statutory Assessment: The child is considered for Statutory Assessment and the staff in consultation with the SENCO, parents and outside specialists. The LEA considers the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment.

Statement of Special Educational Needs: If the LEA decides that there is sufficient need for statutory assessment further evidence will need to be collected by the pre-school. The SENCO in consultation with the staff, parents and outside specialists will write a full assessment. The LEA considers the need for a statement of special educational needs and if appropriate, make a statement and arrange, monitor and review provision.

This policy was adopted by Minety Pre-school CIC