

Inclusion Policies

It is our intention at all times to protect the rights of individuals involved with, or wanting to be involved with, the pre-school. In order to do this we are guided by the following legislation:

- United Nations Declaration of Human Rights (1948)
- European Convention on Human Rights 1950)
- The Human Rights Act 1998 (UK)
- The Sex Discrimination Act (1975) and the Sex Discrimination (Gender Reassignment) Regulations (1999)
- The Race Relations Act (1976), the Race Relations (Amendment) Act (2000)and the Race Relations (amendment) Regulations 2003
- The Disability Discrimination Act (1995)
- The Special Educational Needs and Disability Act (2001)
- The Equality Act (2006)
- The Data Protection Act (1998)
- The Freedom of Information Act (2000)

The manager has responsibility for implementing the pre-school's policies for inclusion, and for putting in place procedures to monitor the effectiveness of practice against policy

Equality of opportunity Policy Statement

Merry-Go-Round is committed to providing equality of opportunity for all children, families and employees and to taking positive action to promote inclusion by challenging and eliminating discrimination whenever it is encountered.

We believe that all children are special and that no two children will 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 to have these needs met. Recognising that there are groups and individuals within our society who are discriminated against, we strive to provide a welcome for all and to ensure that the group's activities are open to all children and families, and to all adults committed to their education and care. We aim to ensure that all who wish to work in, or to volunteer to help with, our pre-school have an equal chance to do so.

Admissions

The pre-school is open to every family in the community. We have a waiting list and admit children in the following order:

- Oldest children first.
- Children attending the toddler group who have or had siblings at the pre-school,.
- Siblings of children already attending the pre-school.
- Children attending the toddler group.
- Children whose names are not on the waiting list.
- In exceptional circumstances, where a child has demonstrably greater needs, he /she will be given priority

Employment

- Any vacancies are advertised as widely as possible.
- Adverts for vacancies state that, as an employer, we strive to provide equality of opportunity for all employees and those who wish to join us.
- All applicants for positions within the pre-school are given equal consideration.
- Interviews are conducted fairly with applicants being considered against the job description and person specification requirements.
- The pre-school appoints the best person for each job and treats in a fair manner all those appointed.

- Commitment to implementing the group's Inclusive policies forms part of the job description for all workers.

Training

- All new members of staff and volunteers receive inclusion and anti discrimination training as part of our induction procedures. This is aimed at raising awareness of the many ways in which discrimination can occur and of the importance of being proactive in addressing discriminatory remarks and promoting inclusion for all.
- Devon County, the Pre-school Learning Alliance, Playlines and other similar training providers also run courses that provide more formal inclusion training opportunities for members of staff, committee and any other interested adults involved in the pre-school.
- The pre-school manager is responsible for ensuring that information about new training opportunities is made available to members of staff, committee and parents, and for keeping up to date with new research and changes in legislation.

Families

- We recognise that many different types of family group can and do successfully love and care for children and our aim is to offer support to all families.
- We offer a flexible payment system for families with differing means.

Festivals

Our aim is to show respectful awareness of all the major events in the lives of the children and families in the pre-school, and in our society as a whole, and to welcome the diversity of backgrounds from which they come.

In order to achieve this we aim to:

- Acknowledge all the festivals, which are celebrated in our area and / or by the families involved in the pre-school.
- Make children aware, without indoctrination in any specific faith, of the festivals which are being celebrated by their own families or others, and, where appropriate, to introduce the stories behind the festivals.
- Seek appropriate advice from parents and other people who are familiar with a festival before introducing any festival with which the adults in the pre-school are not themselves familiar.
- Invite in children and families who celebrate festivals with which the rest of the pre-school is not familiar to share their festival with the rest of the group, if they themselves wish to do so.
- Help children to become familiar with and enjoy taking part in a range of festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

Religious needs

Any religious needs of families, children and staff are respected, including the need to observe religious holidays and respect families requests with regard medical emergencies.

The Curriculum

- All children are respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Management of resources within the pre-school aims to ensure that both girls and boys have full access to all kinds of activities and equipment and that they are equally encouraged to enjoy and learn from these.
- Appropriate opportunities are given to children to explore, acknowledge and value similarities and differences between themselves and others.

Resources

- All our resources are carefully chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society.
- Materials are selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and by using images and words which reflect positively the contribution of all members of society.

Additional Needs

- The pre-school recognises that children have a wide range of needs which differ from time to time, and endeavours to consider what part it can play in meeting these needs as they arise.
- Wherever possible, planning for pre-school meetings and events takes into account the needs of people with additional needs and disabilities.

Discriminatory Behaviour / Remarks

Any discriminatory language, behaviour or remarks by children, parents or any other adults is unacceptable in the pre-school. Our response will always aim to demonstrate support for the victim(s), to help those responsible to understand and overcome their prejudices and to make it clear that such behaviour / remarks will not be tolerated.

Language

- Basic information, written and spoken, will be clearly communicated in as many languages as are necessary and possible. Parent / carers who need information in a different format or in a different language may request this from the pre-school manager who will then contact the inclusion office at Devon County.
- Bilingual / multilingual children and adults are an asset to the whole group. Parents are always encouraged to speak to children in their first language at home.
- Children and parents who have English as a second or additional language are valued and their languages recognised and respected in the pre-school. Families are invited to share key words and phrases with us and to help us learn favourite songs and rhymes.

Food

Working in partnership with parents, we endeavor to meet children's medical, cultural and dietary needs wherever possible.

Meetings

The pre-school makes every effort to ensure that the time, place and conduct of meetings enables the majority of parents to attend so that all families have an equal opportunity to be involved in and informed about the pre-school.

Review of inclusion policies

All policies are reviewed at least once a year, and parents are invited to take part in this process through completion of monitoring forms and questionnaires. The comments book and suggestions box may also be used to pass on any comments or suggestions that parents may like to make about pre-school policies and practice. As a part of the annual review of our inclusion policies we monitor all registration forms and applications for staff vacancies. By comparing this information with statistical information about the local population we hope to pick up on any accidental discrimination that may be occurring.

Policy statement on the inclusion of children with additional needs

Our pre-school follows the DfEE revised Code of Practice (2001) on special educational needs. We welcome all children, and aim to provide appropriate learning opportunities for each and every child in our care, whatever their learning needs may be.

The role of the SENCO (currently Emma Parker)

- The special educational needs coordinator (SENCO) is responsible for ensuring that the additional needs of individual children in the pre-school are being met.
- The SENCO works closely with parents to draw up and review individual education plans (IEP's), She / he will also liaise with health visitors, speech therapists, pre-school advisory teachers, and any other relevant professionals and agencies needed in order to meet a child's specific needs.
- The SENCO is responsible for ensuring that records for children with special educational needs are kept up to date and for completing and passing on any additional forms that may be requested by outside agencies working on behalf of the child.
- The SENCO is required to attend training on the Code of Practice for special educational needs and to attend any other training that may be required in order to ensure that the pre-school meets statutory requirements for the provision of education for children in the early years.
- The SENCO is required to keep up to date with legislation and research into special educational needs and to ensure that members of staff, committee and interested parents are kept informed of any changes affecting policy, practice or thinking.

Admissions

- Children with additional needs, like all other children, are admitted to the pre-school after consultation between parents, SENCO, pre-school manager and key person.
- If it is felt that a child's needs cannot be met in the pre-school without additional staffing or equipment, or without alterations to premises, we will endeavor to work with parents to find ways to overcome these issues, possibly through the release of pre-school funds or by seeking external funding.
- Wherever possible funding for additional needs purposes is set aside on the basis of a term's worth of payment for one member of staff working two days per week.
- Procedures for the admission, integration and assessment of children with additional needs are made known to all parents through induction information and through discussion with key persons, the SENCO and the pre-school manager.

Curriculum

- Our aim is to provide for the developmental needs of each child in the group.
- 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.
- All activities are carefully planned so as to enable all children to join in and participate in a way that is appropriate to their specific needs.
- Our key person system ensures that each adult is especially responsible for, and close to, just a small number of children, so that each child receives plenty of adult time and attention.
- We work closely with the parents of all the children in the group to ensure that :
 - The group draws upon the knowledge and expertise of parents in planning provision for the child.
 - We also encourage all parents to make suggestions about how they can help.
 - The child's progress and achievements are shared and discussed with parents on a regular basis.
 - Parents know the identity of the group's special educational needs co-ordinator.
- We recognise that parents with children who have special educational needs may also have their own needs. Wherever possible we will try to meet these by making time to talk and by holding information on local services and agencies who may be able to provide more specialist support and information.

Training

- All new members of staff and volunteers receive induction training from the pre-school SENCO. Induction training is aimed at raising awareness of additional needs issues and of the importance of planning in meeting the needs of individual children.
- All members of staff and any other interested adults are encouraged to attend training on inclusion and additional needs. These may be run by Devon County, the Pre-school Learning Alliance, or Playlines and other similar professional bodies.

Complaints

- Parents / carers who are not satisfied with the provision being made for their child should, in the first instance, arrange a meeting with the pre-school SENCO. At this meeting the SENCO will work with parents to draw up an action plan to address each of the areas of concern, (this may include consulting the pre-school advisory teacher).
- The SENCO will then work through the action plan with the pre-school manager and or committee to implement any changes that need to be made.
- The SENCO will meet with parents on a regular basis to report on the action being taken and to discuss the success of any changes that have already been made.
- If, after all actions have been taken, parents / carers are still not satisfied with the provision being made for their child they should follow the pre-school's complaints procedure and submit a formal complaint to the pre-school chair. The chair will investigate the complaint and a further action plan may be drawn up. (The pre-school may, at this point, seek further advice from outside agencies such as the pre-school advisory teacher or the inclusion officer at Devon County). Within 28 days the chair will present a written report to the parents giving details of the investigation and explaining any decisions or action to be taken.
- The written report should mark the end of the complaints procedure, however, parents / carers who are still not satisfied with the service provided for their child may pursue the matter further by seeking advice from such agencies as the Disability Rights Commission.

PROCEDURES

1. Procedures for the admission of children with identified additional needs

Where a child has already been identified as having additional needs prior to entry to the pre-school (generally through the health services, Portage system or through Social Services):

- The pre-school manager and SENCO will meet with the child's parents / carers wherever possible in the term before entry in order to:
 - Discuss the child's particular needs.
 - Discuss any additional resources that might be needed and plan any changes that may need to be made to the facilities, equipment, room layout and daily routines in order for the child to be able to access a full and balanced curriculum on an equal footing with all the other children.
 - Discuss any issues concerning insurance requirements.
 - Talk about individual education plans (IEP's), targets and assessment.
- With parent's / carer's permission the SENCO will then make contact with any of the support services already involved with the child. This will be done to ensure that the pre-school works closely with all relevant professionals.
- Where additional resources / staff are required the pre-school manager and committee will meet to discuss the release of funding.

- The pre-school secretary will contact the group's insurers to clarify any issues concerning insurance.
- With parent's permission, the SENCO, and designated key person will make a home visit (to discuss any issues arising from the above actions and to introduce the child to his / her key person).
- The manager will meet with all staff to advise them of any changes being made to the facilities, equipment, room layout and routines, and to discuss any issues that will affect the planning and setting up of activities.
- The child and parents / carers will then be encouraged to make several introductory visits to the pre-school to ensure that they are happy with the facilities on offer.
- As with all children, once the child is ready to start pre-school his / her parents will be encouraged to stay with the child for as long as they want. During this settling in period the SENCO, key person and parents will work closely together to ensure the provision is meeting all of the child's needs and to make any necessary adjustments.
- During the first six weeks the key person and other members of staff will make careful observations on the child and then, at the end of that time, the key person, SENCO and parents will draw up an IEP detailing next steps for the child.
- Depending on the nature of the concern, IEP's will be reviewed with the parents half termly or termly and new targets set. If, after review of the IEP, it is felt necessary to seek further advice from outside agencies the SENCO will do this and use the advice in drawing up further IEPs
- As far as is possible targets on IEP's will be achieved through participation in general pre-school activities alongside other children. Whilst the child is at the pre-school, all planning of activities will take into account the particular needs of that child in order for him/ her to be able to participate on a full and equal footing with all the other children.
- As with all children at the pre-school, parents will receive a copy of the pre-school's records of achievement at the beginning of their child's time at the pre-school. At the end of each term one of the report forms in this document will be filled out by the key person. This details the progress the child has made in each of the six areas of the curriculum. Parents are also encouraged to come in and speak to their key person, manager or SENCO about the child's progress at any time during the term.
- Where children are deemed likely to need additional support when they move into school the parents / carers, pre-school or other professionals involved with the child may feel that it is necessary to apply to the LEA for a statutory assessment of the child's special educational needs. If it is decided that this is necessary the lead professional working with the child will initiate this process or the parents may initiate the process themselves if they so wish. The SENCO will then be responsible for gathering and collating all information required by the LEA and for contributing to any written reports necessary.
- At the end of the child's time at the pre-school all records on the child will be passed to the parents. These records may be of assistance to the next provider and parents are encouraged to use them in this way if they feel able to. Pre-school staff work closely with local schools but will not pass information on without permission from parents. If the parents so desire, the SENCO will be happy to meet with the receiving teacher and parents to pass on information about the child's achievements and style of learning. Where a statement of Special Educational need has been made by the LEA the SENCO will ensure that all relevant information is available to be passed on to the receiving school.

2. Procedures for the identification of SEN for a child already attending the pre-school

Where a child is already attending the pre-school and the parents / carers or members of staff raise concerns about his/ her progress, the following procedures (graduated response) will be implemented in line with the DfEE revised Code of Practice (2001) :

- The child's key person will note down any concerns.
- The key person will gather together all observations already made on the child in question and discuss these with the SENCO in light of the raised concerns.
- The SENCO will then alert all other members of staff who have contact with the child. All such members of staff will then gather objective evidence on the child over the next few weeks.
- The key person will gather and collate the evidence and, after one month will meet with the parents / carers and SENCO to look at the information obtained.
- If the evidence shows that there is no cause for concern and the parents / carers are happy, no further action will be taken.
- If the parents / carers are still concerned or the evidence is inconclusive the SENCO will make a decision as to whether to draw up an IEP for the child or to continue gathering evidence from observations.
- Where evidence shows that the child is not making sufficient progress in any area the SENCO, with parents / carers and key person will draw up an IEP. The IEP will detail targets for the child, the means by which these will be achieved and the review date.
- If at the review date the child is deemed to be making the necessary progress, and parents / carers are happy, no further extra measures will be taken. The key person will ensure that careful observations continue to be made so as to ensure continuing progress.
- If, after the review, it is felt that the level of extra support being given is sufficient to meet the child's needs then the child will remain at this stage of the process. IEPs will be drawn up half termly or termly and the SENCO will monitor the child's progress.
- If at any time a review of the IEP indicates that the child may need support from other professionals, the SENCO, will work with the parents' /carers' to contact the relevant people to put this in place. In most instances this will be done through the child's health visitor, or doctor, but may also involve educational psychologists or other specialist services. At this point parents / carers will be offered the opportunity to complete a Common Assessment Framework form. This is used to identify all the needs that a child may have and to identify all the professionals that may be needed to support a child.
- The SENCO will ensure that parents / carers receive information about the support services available to families with children who have additional needs.
- When contact has been made with the relevant professionals the SENCO will ensure that all evidence gathered through observations, IEP's and reviews is made available to them.
- The SENCO will then act on any advice given, drawing up new IEPs for the child and monitoring progress being made.
- If these measures prove to be sufficient to enable the child to make the necessary progress the SENCO will keep the child at this stage, or even move him / her back to the previous stage. Careful monitoring of progress will continue and the SENCO will ensure that new IEPs are drawn up as necessary.
- Where a child fails to make the necessary progress despite the above measures being taken and it seems likely that the child will need additional support when he / she moves into school, it may be felt necessary to apply to the LEA for a statutory assessment of the child's special educational needs. See section 1.

Action plan

The additional needs policy is reviewed by the pre-school SENCO in conjunction with parents of children with special educational needs. This is done after each review of IEP's and after the SENCO has attended any training on new legislation or research. Issues arising from the review process are placed on the pre-school action plan. The policy is then updated as necessary at the annual review of all policy documents.

***This policy was adopted at a meeting of the pre-school held on
.....(date)***

Signed on behalf of the pre-school