# INCLUSION POLICY & PROCEDURE

Our nursery aims to provide a warm welcome and appropriate learning opportunities for all children. We have regard to the Special Educational Needs and Disabilities (SEND) Code of Practice and will treat each person-child or adult-as an individual.

**Name of Special Educational Needs Co-ordinator (SENCO): Lisa Gray**

* Children with special educational needs or disabilities, like all children, are admitted to the nursery after consultation between parents and practitioners. We strive to make all reasonable adjustments to our setting.
* Our aim is to provide for the developmental needs of each child.
* All children in the group, irrespective of any special educational needs or disabilities, are encouraged wherever possible and appropriate to participate in all the group’s activities.
* 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.
* The needs and progress of children who have special educational needs or disabilities are monitored by our SENCO.
* If it is felt that a child’s needs cannot be met in the pre-school without additional personnel, training and/or equipment, funding will be sought to ensure that provision is appropriate to the child’s needs.
* 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/carers and families in planning provision for the child as we recognise that often the parent will know their child and his/her needs best.
* The child’s progress, achievements and next steps are shared and discussed regularly.
* Parents know, or can easily find out, the identity of the groups SENCO.
* If it is felt that a child’s needs cannot be met in the pre-school without additional personnel, training and/or equipment, funding will be sought to ensure that provision is appropriate to the child’s needs.
* Our ‘SEN and Disability Information’ details arrangements for the admission and integration of children with special educational needs or disabilities and can be accessed by prospective families through our website as well as on the local council’s website.
* We will see the support of, and work in liaison with, relevant professionals to meet children’s needs.
* Our staff members attend whenever possible training on special educational needs and disabilities, as relevant to the needs of the group.
* Upholding our inclusion, equal opportunities and SENCo policies forms part of staff’s job descriptions.
* Practitioners will model inclusive, non-stereotypical behaviours to children, and will seek to challenge in an age-appropriate way, any discriminatory behaviours or attitudes.
* If you have any complaints regarding our inclusion policy, please follow our complaints procedure.

**Families with English as an Additional Language**

Families and children who have English as an Additional language are always welcomed into our setting. As part of the initial settling in session each child’s keyperson will discuss with the child’s parent or carer languages which the family uses at home and create a list of keywords and their pronunciations. The keyperson will also discuss the family’s ability to access English information (both verbally and in writing) and seek to gain the services of translators where necessary. Support can be gained through ISEND.

Children with EAL may have a plan written, in conjunction with their parents or carer; the aim of this is to ensure that all practitioners are aware of which strategies are being used to support that child. The child’s keyperson may also make notes onto this of new words learnt or understood by the child.

We recognise the importance of children continuing to share their first language and will always seek to support and encourage parents to continue to use their first language at home. We will ask share dual language stories with the child and will ask parents if they are happy to create a recording of this story for us to celebrate at nursery too.

We recognise that to become fluent in a new language can easily take three years or more; children will be supported within their communication and language development, but never rushed.

Policy revised January 2019 Lisa Gray