

Hemingford Grey Playgroup Policy: Inclusion

November 2015

Introduction

Hemingford Grey Playgroup endeavours to provide an environment in which all children are supported to reach their full potential and become confident, independent learners.

This policy is closely linked with the Equality and Diversity policy.

As a setting we are aware of and adhere to The Prevent Duty, Departmental advice for schools and childcare providers, June 2010.

Aims

We aim to ensure that every child is included in the provision offered at Hemingford Grey Playgroup. We focus on each child's individual learning, development and care needs by:

- Removing or helping to overcome barriers for children where these already exist;
- Being alert to the early signs of needs that could lead to later difficulties and responding quickly and appropriately, involving other agencies as necessary;
- Stretching and challenging all children.
- Ensuring that all children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability should have the opportunity to experience a challenging and enjoyable programme of learning and development.

The implementation of the Inclusion Policy is the responsibility of all members of staff within the setting. This work is led by a designated member of staff, the Inclusion Manager, whose specific job description includes;

- To ensure policies and practices are relevant and up to date with current guidelines.
- To undertake relevant training and share with other staff members as appropriate.
- To communicate effectively with other staff members and the management committee.
- To support other staff, ensuring that they are up to date with current legislation and guidelines.

- To demonstrate enthusiasm and high standards to other staff, children and parents/carers.
- To liaise with outside agencies as appropriate.
- To identify and set realistic targets for the development of the area.
- To promote awareness of SEN issues with all staff on a regular basis.
- To ensure appropriate ICPs are in place and are being completed.
- To ensure appropriate information about children with SEN is collected, recorded and updated.
- To take responsibility for bringing key dates from the multi-cultural calendar to planning meeting in order that staff may plan relevant activities.
- To make referrals to relevant services with parents'/carers' permission and to provide appropriate information.
- To plan and support transition into school or other setting by arranging meetings with parents/carers and other relevant professionals.
- To monitor planning to ensure that there is adequate coverage of the Early learning Goals:

Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect.

Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

Procedures

- We ensure that our Admissions Policy is fully inclusive.
- We ensure that our physical environment is as far as possible suitable for all children, including those with disabilities. We would consider making any reasonable changes to the playgroup building and outside space to accommodate any child.
- We work closely with parents/carers of all children, particularly those with SEN/disabilities to create and maintain a positive partnership. We recognise and value the importance of parents/carers as they know their child best and have invaluable information which may assist both the staff and the child.
- We ensure that parents/carers are informed at all stages of assessment, planning, provision and review of their child's education. Information is shared verbally and in writing and is always confidential (unless superseded by child protection concerns). We always try to meet with parents/carers at a time which is convenient for them.

- We provide parents/carers with information on sources of independent advice and support if we can.
- We liaise with other professionals where appropriate, including transfer arrangements to other settings and schools. We are committed to partnership with other agencies, e.g. Early Years Support Team and health professionals.
- We use a graduated response system (see attached sheet) for identifying, assessing and responding to a child's individual needs.
- We provide a broad and balanced curriculum for all children. All children's development is supported through the implementation of the EYFS. We provide a differentiated curriculum to meet individual needs and abilities.
- We utilise resources available from the LA and PLA to support children's individual needs. This may include the borrowing of larger pieces of equipment or applying for Early Access Funding to provide additional staff or resources. If funding is not available, we will investigate the possibility of supplying such support from our own budget.
- ICPs are fully embedded in practice for those children who require them. We recognise the importance of early intervention and identification and we hope to achieve this through our normal, rigorous assessment and observation practices.
- We are committed to the professional development of staff regarding inclusion, and, wherever possible, encourage all staff to attend appropriate courses. This is, as necessary, disseminated to all staff.

This policy was adopted at a meeting of Hemingford Grey Playgroup Management Committee, held on 25th November 2009 and reviewed at a meeting on 6th July 2011 and 15th July 2014. The policy was updated in November 2015.

Signed by the Chairperson on behalf of the Committee:

.....(Chairperson's name - block capitals)