

Mogghill Nursery School

Inclusion Policy

Mogghill Nursery School believes that inclusive education is a human right, and makes good social sense. This view is recognised in international law: it is enshrined in the UN Convention on the rights of the child, and in the UNESCO Salamanca agreement, which calls on the international community to endorse the approach of inclusion in education by implementing practical and strategic changes.

What is inclusion?

A philosophy which views diversity of strengths, abilities and needs as natural and desirable, bringing to any community the opportunity to respond in ways which lead to learning and growth for the whole community, and giving each and every member a valued role.

Research has shown that inclusion leads to improved social development and academic outcomes for children who are disabled and disaffected, whilst at the same time leading to more positive attitudes and actions towards disability and difference from the "mainstream" peer group.

Aims

1. All children have a right of full access to Early Years Education through the Foundation Stage Curriculum.
2. 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 preschool life.
3. The preschool is committed to the early identification of children with Special Educational Needs (SEN) and to adopting clear and open procedures.
4. The preschool is committed to working closely with parents who are fully involved in all decisions that affect their children's education.
5. The preschool will provide, within available resources, the highest possible support and inclusive education for children with SEN.

Purpose

1. To meet the individual needs of children in our setting.
2. To ensure that Inclusion and Equal Opportunities are put into practice.
3. To raise quality and standards.
4. To recognise the rights of the child.
5. To encourage parents/carers to use the provision.
6. To increase awareness.

The role of our Special Educational Needs Coordinator:

Our setting based SENCO:

- Works with other staff to agree and implement the Inclusion Policy.
- Coordinates the Special needs provision within our setting.
- Offers support for parents.
- Supports staff developments.
- Liaises with other agencies.
- Keeps appropriate records
- Assists staff in making observations and assessments.
- Assists staff in planning for children with Special Educational Needs/Disabilities.
- Contacts our Area SENCO at an early stage for informal advice and support.

Admission Arrangements

It is our intention to make our preschool genuinely accessible to children and families from all sections of the local community.

Waiting List

We arrange our waiting list in order of date of birth.

If possible, we hold a place vacant, if financially viable, in order to accommodate emergency admissions.

When a child starts

When a child starts preschool we encourage parents to stay and settle the child. All parents must read and agree to adhere to the preschool's policies when the child starts. Parents are asked to complete admission form and permission slips.

A member of staff will welcome and help settle the child in to the preschool. Through discussion with the parent and the staff, it will be decided when it is best for a child to be left on their own.

Partnership with Parents and Carers

Parents are consulted at every level of intervention. Parents have a right to be involved in discussions about their child. 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 coffee mornings. Additional consultation is made at either the parents or the preschools request at a mutually convenient time.

Curriculum

We aim to:

- Ensure total coverage of the Foundation Stage Curriculum.
- Ensure that the activities provide many opportunities for play and for children to learn through play.
- Provide stimulating and interesting work.
- Build on knowledge and skills already acquired and making sure that each child is being stretched and able to reach their own potential.
- Produce plans so that children can work at their level and pace through a range of activities.

The preschool aims to provide a differentiated curriculum, relating learning targets, tasks, resources and learning support to individual children's needs, skills and interests in order to maximise their

achievement and progress. The preschool plans using the Practice Guidance for the Early Years Foundation Stage.

As well as a differentiated curriculum, children with SEND at Early Years Action and above will have an Individual Education Programme (IEP) drawn up.

At the preschool we feel it is essential that the children with SEND are taught in a fully inclusive classroom and their needs are met within the curriculum being planned. We recognise however the need for additional resources that may mean the child sometimes taken from the class for extra activities. These may include Speech and Language therapy sessions and work specifically related to IEPs. As far as possible the IEP will help the child be included into the planned curriculum within the session.

Named ENCO/SEN Coordinator:

Mrs Jenny Smith/Mrs Sharon Whalley

Named Behaviour management person:

Mrs Jane Cabral

February 2013