

Harewood Nursery School



Inclusion Policy

HAREWOOD NURSERY SCHOOL

Inclusion Policy

The named person for inclusion at Harewood is the Acting Headteacher, Natalie Godfrey.

What does 'Inclusion' mean?

The word 'Inclusion' when it is about people means that everyone should have equal rights and opportunities regardless of:

Age

Gender

Ethnicity

Faith/culture

Background

Attainment

And those with special educational needs or disability

This policy represents ethos and practice across the school, however there is an emphasis on inclusion in children's early learning and childcare, throughout the policy.

What are the principles of inclusion laid down as guidance by the Local Authority?

- Inclusion is a basic value that extends to all children; everyone belongs and everyone welcome.
- Inclusion is not conditional, and educational programmes must fit the child rather than the child fitting the programme.
- Special education must become an integral part of general education and the two separate systems must become unified in their efforts to meet the needs of children.
- Children with disabilities must be full and active participants in school and community, occupying socially valued roles.
- Children and adults learn best in an environment where they feel valued, accepted and respected.
- Discrimination undermines perpetrators' and victims' ability to achieve. The curriculum, relationships and organisations must challenge this and present positive images and practices.
- All adults and children within the LA have equal worth.

Harewood, Key principles

Harewood Centre Nursery School believes that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

We pay particular attention to the provision for, and the achievement of, different groups of learners:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with 'special educational needs'
- Learners who are disabled
- Those who are 'gifted and talented'
- Those who are 'looked after' by the local authority
- Others such as those who are sick; those who are young
- Carers, those who are in families under stress
- Any learners who are at risk of disaffection and exclusion

Current Profile of the School

The school offers places to any child in the community who is entitled to a free nursery place. Children are eligible for 15 hours early years (EYFS) provision.

We work with Paediatric Services, Psychological Services, Race Equality Group etc. when children need additional support.

The school has disabled access to the front entrance.

In implementing this policy Harewood Centre Nursery School ensures that

- All pupils achieve their full potential
- Discrimination is challenged and diversity is celebrated and addressed across all areas of the curriculum
- We utilise the experience and expertise of pupils, parents/carers, staff and members of the local community
- There is a high level of parental involvement across all groups
- Pupil exclusion is zero and there are no disparities in rates of exclusion across different groups
- Racist incidents, racial harassment, bullying or harassment related to any other equalities issues are dealt with firmly and sensitively
- The governing body membership reflects the local community
- Trust and satisfaction is increased from all parents, carers, pupils and staff and there is a sense of community within the school
- All staff feel valued and are able to contribute fully to all aspects of the schools work
- Helps pupils, staff and all concerned with Harewood to feel that they belong.

Overall, how do the schools make sure that people have equality of opportunity?

The Staff and Governing Body will:

- Work pro-actively to make sure that Inclusive practice is at the heart of the development of the schools' services and activities.
- Pro-actively question, challenge and address any prejudices that they or others may have. It is also important that they understand the needs and potential difficulties of people with additional/ different needs and devise strategies and approaches that will respond effectively to them.
- Work hard to make sure that the children who attend the school are given every opportunity to achieve and to maximise their potential, and we will have high expectations of all our children. Where children have additional or special needs or a disability we will adapt and use creative strategies to ensure that they are experiencing equal and effective learning opportunities. We will monitor all our children's progression so that we know how to take their learning further and ensure that they are being taught effectively.
- Ensure that every child's and adult's dignity is respected.
- Recognise and understand that discrimination undermines both children's and adult's self-esteem, confidence and sense of belonging, and so individually and collectively, will work hard to make sure that no one is discriminated against, either unintentionally or intentionally.
- Ensure that people are, and feel that they are being treated fairly and that their opinions and views are sought, listened to, respected and valued.
- Be expected to undertake training and pursue professional development activities, which help them to understand and gain expertise in inclusion issues.
- The staff will work with other agencies and organisations to make sure that we maximise inclusive practice for children and parents.

We will work closely with parents and carers to:

- Encourage an understanding of the things that we are trying to achieve.
- Encourage and promote full involvement in their child's education and in any adaptations or changes that we need to make.
- We endeavour to be non-judgmental, approachable, flexible and welcoming to any parents who use our services.

Each section on this policy will set out how we will achieve these aims within specific areas of inclusion.

What will happen to all the other policies, such as the Special Educational Needs and Equal Opportunity Policies?

This Inclusion Policy relates to all groups (listed in the first paragraph) and encompasses equality of opportunity and a zero tolerance approach to discrimination, and now replaces:

The Special Educational Needs and Disability Policy
The Equal Opportunities Policy

This Policy will include specific information on practice and procedures relating to specific needs, but inclusion policy relates to everyone:

- **Special Educational Needs and Disability**
- **Minority Ethnic groups, racial equality and English as an Additional Language**
- **Gender**
- **Background (Children in Public Care and/or who are disadvantaged through poverty, social difficulties, mental health or parents' lifestyle.)**
- **Attainment (along the continuum from high to low)**

Which legal documents about inclusion does the school have to regard and abide by?

Children and Families Act 2014

The SEN Code of Practice 2015

Equality Act 1st Oct.2010 (replaces the Disability Discrimination Act 1995)

Education Act 2011 (c21)

Early Years Foundation Stage (EYFS) Framework 2012

The Race Relations (amendment) Act 2000

Sex Discrimination Act 1995

Disability Discrimination Act 1995 amended 2005 (in force Dec.2006)

Other useful guidance: Together from the Start – practical guidance for professionals working with disabled children (0-3) and their families.
March 2012/CAH

Special Educational Needs and Disability Definition

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or over, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

Aims of the Nursery School

- To provide high quality inclusive nursery provision.
- To acknowledge that parent/carers need to be central to the planning processes and constantly strive towards developing positive links between home and nursery.
- To develop and implement appropriate learning strategies for children with special needs and disability which ensure each child has equal access to quality early educational experiences.
- To ensure all children achieve the best possible educational and other outcomes.
- To enable pupils to become confident young children with a growing ability to communicate their own view and ready to make the transition into compulsory education.
- To implement the Code of Practice SEN and Disability with regard to the identification and assessment of children with special educational needs/disability and to work closely with outside organisations and agencies where appropriate.
- To value and celebrate what children can do.

We will achieve this through:

- Thoughtful joint planning, assessment and recording and robust communication which will ensure that the curriculum is available and accessible to all.
- Ensure that each child has appropriate learning strategies in place. Where appropriate, Small Steps Plans will be compiled in order to guide the development of the learning strategies and support nursery staff in their implementation.
- Undertaking thorough and on-going assessments of each child's development and progress and hold regular reviews. This will ensure that appropriate action can be taken when concerns are raised. Where necessary, the advice and support of other agencies will be sought.
- Exchanging knowledge and experience about the child, their progress, special needs concerns and any intended strategies with parents to ensure that any special needs issues are identified and addressed at an early stage.
- The Special Educational Needs Co-ordinator (SENCO) up-dating and informing staff and parents of any new initiatives or legislation.
- The SENCO being made aware of the concerns by nursery staff and, in discussion with the staff team, decisions will be made about the next step.
- The Key worker for the child, SENCO or other nominated member of staff will maintain a partnership approach with the parent/Carers.
- A graduated response will be taken in line with the Code of Practice. Early SEN support may include observations of the child to support assessment.
- Future decisions will be made following the monitoring and reviewing of the above.

See waves of intervention (appendices)

Admission Arrangements

See Nursery admissions policy.

The schools follow the LA recommendations on admission to part time nursery places.

The schools liaise with health and other agencies to identify needs early so that appropriate support can be provided for children with SEND.

Home/School Links

Positive parental partnership is recognised by the school as crucial to the success of a child's placement in Nursery. Parents/carers are welcomed and encouraged to spend time in the nursery and take an active interest in their child's learning at school.

'Stay & play' sessions, new parent's meetings, 'meet and greet' times, children's online learning journal, and topical 'performances' are all activities which aim to provide opportunities for parent's to be fully involved in their child's education and care.

Information is also given in newsletters, on information boards, our social media pages and the school's website.

Parents are encouraged to contribute to their children's records by bringing in examples of things that their child has been involved in at home to share with their class or to upload home learning opportunities onto their online learning journal. In addition parents can email photos to the school to be displayed.

Where children are pre-nursery, the school will signpost families to appropriate support services.

Roles and Responsibilities

Headteacher and Governing Body

It is the role of the Headteacher to:

- Ensure the identification, assessment and provision for SEN and disability
- Ensure that the participation of parents in their children's learning and care is a key feature of the School's ethos and practice.
- Report back to the Governing Body on issues to do with SEN and disability and inclusive practice.
- Ensure that the Special Educational Needs Co-ordinator (SENCO) has sufficient time and resources to carry out his/her duties effectively.
- Ensure that the School is working collaboratively with other agencies to meet the additional needs of children.
- Ensure that all policy and practice in relation to special needs/ disability and inclusion is acted upon and sufficient training and information is provided in order for practice to be of high quality.
- Nominate a person from the Governing Body to take particular responsibility for the overview of SEN and inclusion.

Special Educational Needs Co-ordinator

It is the role of the SENCO to:

Co-ordinate provision for children with SEN/ disability

Ensure liaison with parents/carers of children with SEN/ disability

Contribute to the development and review of the Inclusion/SEN/ Disability Policy.

Advise and support staff in the School.

Ensure that appropriate One Page Profiles and learning strategies are in place and reviewed regularly.

Plan the One Page Profiles

Ensure that effective liaison with internal personnel and outside agencies takes place, regarding SEN/ disability.

Ensure that appropriate records are kept for children with SEN/ disability.

EYFS Lead (Nursery Teacher)

It is the role of the Nursery teacher is to:

- Ensure that they and all nursery staff are aware of the procedures for identifying, assessing and making provision for children with SEN /disability.
- Contribute to the overall development of practice quality in relation to inclusion and SEN/ disability.
- Contribute to the development of the Inclusion Policy.
- Take a lead role in the development of nursery staff's knowledge, understanding and skills, in relation to SEN.
- Undertake the tasks which are outlined in the Waves of Intervention to identification and assessment of children with SEN.
- Encourage and promote the active involvement of parents in their children's learning and development of policy / practice.
- Monitor the children who have SEN support to ensure that progress is being made and if not take steps to address it.

School Staff

It is the role of all school staff to:

- Work collaboratively with health and other colleagues to identify need and support families.
- Adopt an inclusive approach to all service delivery and ensure that inclusion is central to all activity planning.
- Maintain an approach that understands that equality doesn't mean that everyone is treated the same, children have distinctly different needs and parents must be fully involved in finding the best ways to meet them.
- Participate in training and awareness raising activities which provide a deeper understanding of inclusion.

Allocation of Resources for Children with SEND

The Head and Governing Body will establish the appropriate resources for children with SEN / disability and who attend the Nursery School. Where appropriate a request for statutory assessment will be made to provide funding for high needs children.

Professional/Agency Links

The School recognises the importance of making and maintaining links with key professionals in order to meet the needs of children with SEN / disability and to inform practice. The Educational Psychology Department plays a key role in supporting provision for children with SEN / disability and may be contacted for SEN Support. Advice may also be sought from the EY SEND Team, Speech and

Language Therapists, Community Paediatrician, Occupational and Physiotherapists and Health Visitors.

Transition Arrangements

The School aims to provide a positive, sensitive and smooth transition for children. Examples of how this can be achieved are:

- Fully involving parents in the transition process.
- Contacting the key person (SENCO and or class teacher) in order to discuss the child's needs.
- Encouraging pre-admission visits to schools and teachers /TAs to visit the child in the School.
- Forwarding all records and information.
- Holding a meeting with all parties to develop a personalised transition plan.

Disability equality

The principles set out in this document in relation to inclusion relate to all children and adults who use and work in the School and who have a disability.

The definition of a disability:

The DDA defines a disabled person as someone who has:

'a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities'

Definition of the terms:

- Physical impairment included sensory impairments;
- Mental impairments includes learning difficulties and an impairment resulting from or consisting of a mental illness.
- Substantial means more than minor or trivial and 'long term' is defined as 1 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out day-to-day activities is substantial and long term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk or physical danger

Staffing

The School has adopted the LA employment and recruitment policies and abides by the monitoring procedures, which clearly promote equality of opportunity. Where additional support is necessary the School will work with the member of staff to accommodate this, e.g. adapted telephones, re-siting of desks, flexible working (where possible) etc. The School has policies in place which set out the provisions for staff members to express any issues which may be causing them concern. This clearly relates to disabled staff who feel that their needs are not being met sufficiently for them to do their job or that they are being discriminated against.

See health and safety and whistle blowing policy.

Parents/ carers

The admission procedures for children and the Schools ethos which encompasses the principles of collaboration, provides for ample opportunity to ascertain both parental and children's disability needs. The School will pro-actively encourage parents/carers to discuss any adaptations they may need in order to fully support their child's education and wherever practical and possible these will be accommodated.

In communications with new parents/carers the School will ask about how we might support them to access services and information where they have additional needs.

The views of disabled parents and parent/carers of disabled children are very important to the School and their views on how we can improve services will be actively sought.

Children

'It is unlawful for schools to discriminate against disabled pupils. A school discriminates if':

- It treats a disabled pupil less favourably than another for a reason related to their disability and without justification.*
- It fails without justification, to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage.*

There is a significant overlap between the policy and procedure for children with Special Educational Needs and those with a disability; the definition of SEN includes many but not necessarily all disabled children. However the Schools overarching principles of inclusion and access to the curriculum and the environment are the same and therefore the information throughout this Policy applies to children with a disability.

The school are equipped with wheelchair access and baby changing facilities.

Externally the pathways comply with DDA regulations.

Where necessary the staff will undergo training to help them to deal with specific issues, e.g. medical needs, Makaton etc.

Where necessary Health Care Plans will be developed with parents and Health Professionals in order to ensure consistency and roles and responsibilities.

Minority ethnic and faith groups, travellers, asylum seekers and refugees

Our aims:

See also general Inclusion aims page 1 and 2

To create an environment of learning and caring, which:

- Understands respects and responds positively to 'difference' and ensures that all children receive an education which maximises their achievements, knows when and why they may not be achieving and pro-actively seek ways to address this.
- To pro-actively and sensitively challenge prejudice
- To promote tolerance and an awareness of the diversity in society.

The School Staff and Governing Body will meet the aims by:

- Formulating all policy and procedures with inclusion as the underpinning principle.
- Monitoring and evaluating children's progress in order to ensure that they are achieving, participating and feeling valued through genuine praise and encouragement, identification, observation, assessment and parental involvement.

See Curriculum and assessment Policies.

Developing a culture in which colour, race, custom, and faith are contextually significant to the children e.g. by introducing as a matter of course role play resources, equipment, signs, books, images, story, food and displays, which represent a variety of cultures, thereby giving all children 'ownership' of the Nursery.

Learning from parents and children about what matters to them and how they feel in order to help to ensure that the curriculum is relevant and culturally appropriate e.g. encouraging parents in to nursery to share experiences/skills, open evenings, workshops and asking parents to contribute artefacts/photographs etc. from home.

Ensuring that discussion takes place with parents about their family customs and how they may differ from the dominant customs so that we can ensure that children and parents are not placed in difficult situations or their actions misinterpreted. E.g. the way that some families meet and greet their children, or expectations about children's levels of independence may be different, this does not mean that one is right and one wrong.

Ensuring that all the areas of Foundation stage curriculum act as a vehicle for raising awareness and fostering an understanding of self and others in relation to identity, diversity, value, empathy and tolerance.

Valuing the fact that many children are able to speak more than one language and encouraging them to share this with other children and staff members.

Awareness raising and sharing policies with parents so that they understand and try to respect the School's ethos and approach.

Develop networks and links with other agencies who may be able to inform and assist our practice.

Where children speak English as a second language:

The staff will use pro-active methods of communicating with children, through signing with words, using objects of reference or visual cues and making sure that children are assigned a quiet time so that they are given opportunities to work quietly in small groups and on a one to one basis with a member of staff.

Staff members and children will be encouraged to learn basic words from all languages in nursery to value the children's own language and to aid communication.

Parents will be encouraged to become involved in the School (as above) to foster the above-mentioned two- way learning process.

Racial equality

Although our policies are designed to foster an atmosphere of acceptance, it is inevitable that at times individuals may either knowingly or unknowingly use language or behaviour, which is offensive and discriminatory. This is unacceptable. Serious incidents will be recorded and used to inform procedure and practice and reported to the relevant body.

In all cases the incident will be handled sensitively but firmly, it is important not to handle cases of racism in a way which is, in itself, oppressive.

Young children are curious about themselves and others and quite rightly ask questions about such things as why other children have different coloured skin or speak differently etc. Where they use inappropriate language, which may have a racist connotation it is generally because they have heard this and are repeating it; it is just another new word. The staff's approach is one which supports (and doesn't undermine) the children in developing their thinking and understanding around words and actions that can hurt others and generally through the curriculum as already stated.

Through our extensive contact with parents we will strive to gain their support in developing our ethos of the value of a diverse community.

Background

There are established links between children who live 'in poverty', 'public care' or are disadvantaged through their parents mental health or lifestyles (E.g. drug/alcohol abuse, crime, housing, family disruption, race) and low educational attainment.

Effective early education and care can make a significant contribution in countering disadvantage and exclusion.

Our Aims:

See Page 2 Introduction and general aims.

The School Staff and Governing Body will meet the aims by:

Putting into place a strong procedure for identifying children who may be disadvantaged for the reasons outlined above.

An admission policy which prioritises Children in Care or children with Special Educational Needs. (See admissions policy)

Liaison with Health or Social services and other agencies/organisations: To ensure that children who need our service the most have access to it. To gather and pass on information in order to plan effectively for individual children's needs.

Early identification of children with additional needs through observations, assessment and effective leadership and guidance from senior staff.

Effective communication between Nursery staff through staff and team meetings and day to day contact.

Observing protocols for reviewing, assessing and monitoring progress and recording and passing on information where appropriate.

Ensuring that the environment and the quality of staff intervention plays a substantial part in meeting children's, educational, social and emotional needs.

In the nursery it is the primary responsibility of the teacher, in liaison with the SENCO to:

Monitor children's progress and where necessary adapt the learning experiences to match needs.

Ensure that all practitioners in nursery are working to policy and are supported in their practice.

Ensure that communication systems are adhered to and information sharing is effective and in line with data protection and LA policy and procedure.

Attainment

Inclusion in relation to **attainment** is seen as the need to value and nurture children whatever their ability and ensure that they all experience early learning opportunities which maximise individual potential.

In the early years children develop at different rates and it is necessary to give them a rich, varied and exploratory curriculum in which they may excel at some things and need encouragement to try others.

We therefore provide a rich and differentiated curriculum and view all children as capable learners who have the potential to excel.

In response to this belief we observe, assess and plan so that we are able to create opportunities for children throughout the nursery environment which meet their rapidly developing needs.

We recognise the right time, through observation, assessment and planning, for children to experience greater challenges, consolidation and specifically planned activities and strategies and respond to this in various ways,

Gender/ Gender Reassignment

Our aims:

See also general inclusion aims page 1 and 2

To create an environment of learning and caring which:

Understands and responds positively and appropriately to the differing learning styles and needs of both boys and girls, maximising their achievements and learning capacity, and pro-actively seeking ways of supporting and addressing these differing needs.

Offers an active, differentiated curriculum to meet and support the needs of both boys and girls at varying ages and stages of development ensuring that all children have the same opportunity to maximise their potential.

Meets the needs of both male and female parents/carers who use the School and positively encourages and values their contributions to the life of the School.

Challenges stereotypical views of gender and offers equal opportunities for all.

The School staff and governing body will meet the aims by:

Monitoring and evaluating children's progress in order to ensure that they are all achieving, participating and feeling valued. Staff will do this through genuine praise and encouragement, positive meaningful interaction, identification of learning needs, careful planned observation and assessment of children and through parental involvement.

Planning a range of activities and learning opportunities that take account of and promote the differences in learning styles of boys and girls ensuring that children are motivated by their learning and eager to take part.

Acknowledging the importance of partnership with parents/carers and finding out what matters to them and addressing their thoughts and needs in relation to gender issues. (e.g. role play and super hero play).

Ensuring that all Foundation Stage experiences are available to all and that we offer an active differentiated curriculum, which meets the diverse needs of the groups.

Providing a balanced range of learning opportunities, which will engage both boys and girls in all areas of experience, both indoors and outdoors, and encourage equal accessibility.

Discussing and reasoning about gender stereo typing with children – such as 'boys can't play with dolls' or 'girls don't build with bricks', where they arise.

Using appropriate observation and assessment processes in order to ensure that all children regardless of gender achieve and maximise their potential.

Ensuring that learning is supported through planning and resourcing which takes account of the need to provide for active and physical learning and quiet reflection and fantasy play.

Raise awareness and share the ethos with parents in relation to gender issues through actively involving them in their child's nursery experiences.

Ensure that the School environment promotes the interests of boys and girls alike, ensuring that positive gender role images are seen which promote and develop a culture of positive self-esteem.

Gender Reassignment

The School respects people's right to live their lives in a way which is right for them and within the spirit of this policy, practice will be inclusive and anti-discriminatory.

The School must be sensitive to the potential for stereotyping or stigmatising. Staff should also be aware of the potential for children to be exposed to discrimination and how best to support any child where this arises.

It will be important to take the families lead on what they feel is the most appropriate support for them, if any.

It is the Head and Governing Body's responsibility to monitor the Inclusion Policy and ensure that it is being adhered to and reviewed every two years.

See other School Policies - Safeguarding, Curriculum, Admissions, Behaviour, Health and safety.