



## **Inclusion - Policy and Procedure**

Our setting aims to have regard to the Equality Act 2010, The Children and Families Act 2014 Code of Practice on special educational needs and disabilities and the EYFS guidelines supplied to private and voluntary providers of pre-school and school education. We aim to provide a welcoming environment offering appropriate learning opportunities, for all children.

Children with special needs, like all other children, are admitted to the setting after consultation between parents and the manager/deputy.

Our aim is to provide for the developmental needs of each child in the group.

All children in the group, irrespective of their special needs, 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 are monitored by our group's special educational needs co-ordinator.

Our keyworker system ensures that each adult is especially responsible for, and close to, no more than ten children, so 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
- 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 Ruth Lees, (SENCO for the setting).
- parents are aware of the arrangements for the admission and integration of children with special educational needs.

If it is felt that a child's needs cannot be met in the setting without additional personnel and/or equipment, funding will be sought to ensure that provision is appropriate to the child's needs.

We work in liaison with relevant professionals and agencies outside the group to meet children's specific needs.

Our staff attend whenever possible in-service training on special needs arranged by the Inclusion Support Team, Pre-school Learning Alliance and other professional bodies.

The policy should be accompanied by a list of procedures which show how the policy is implemented in the group. These will include:

The name of the SENCO is Ruth Lees.

Arrangements for the assessment of individual children

Record-keeping systems for children with special educational needs

The way children with special educational needs will be offered a broad and balanced curriculum

The way resources within the group's budget will be allocated to special needs work

Links between the pre-school and external support services, including the local authority and voluntary organisations

Arrangements for reviewing policies and procedures relating to special needs

***This policy was adopted at a meeting of Kidstime held on***

.....(date)

*Signed on behalf of Kidstime @ St Josephs School.....*

Reviewed by .....Date.....