



LITTLE ACORNS PRE-SCHOOL

POLICIES

INCLUSION POLICY

AIMS

Little Acorns aims to provide a welcoming environment and appropriate learning opportunities, for all children. We aim to have regard for Government Code of Practice on the Identification and Assessment of Special Education Needs and Disabilities (SEND), and to follow the guidance laid out in the Special Educational Needs and Disabilities code of Practice (2015).

METHODS

Children with SEND, like all other children, are admitted to Little Acorns after consultation between parent, manager and key person. Our key person system ensures that each adult is especially responsible for, and close to, a small group of children. If it is felt that a child requires increased adult support, funding will be sought in order to implement this.

Designated Person

- Claire King is the SEND Co-ordinator i.e. the person responsible for co-ordinating the day to day provision of education for children with SEND, supported by the assistant manager and pre-school assistants.

Integration

- Integration is regarded as crucial to this policy. Little Acorns operates an Equal Opportunities Policy for children with SEND as well as for children without. Once a need is identified, support will be provided in a range of ways including:
 - A broad and balanced curriculum appropriate to the child's needs.
 - Individual/ small group work.
 - Encouraging parents and carers to understand and provide for the needs of their own children.

Liaison

- Appropriate liaison is maintained with senior locality SENCO, therapists, health visitors, psychologists, social workers, paediatricians and portage workers, to meet children's specific needs. Parents will always be involved with external liaisons alongside Little Acorns.

Identification & Assessment

- Identification of SEND will involve the Government's latest guidance gained via the Local Education Authority, Cornwall Council. The setting will follow the 'Assess, plan, do, review cycle' as set out in the SEN code of practice (2015). Records will be developed through the process of an Individual Education Plan updated termly by the staff of Little Acorns, or as a result of a standardised tests available to Little Acorns via specialist agencies at the time. A combination of both types of assessment is likely to be used. The child will then be referred to the Early Years Inclusion Service to construct a profile of the child's development. Decisions about extra support for the child will be made at this stage and an individual plan will be drawn up which will include recommendations about an appropriate curriculum and resources. If appropriate an education, health and care (EHC) plan will be put in place. The identification of such children will be the responsibility of the whole staff team.
- The progress of children with SEND will be reviewed on a regular basis, if specific guidance is available from the Local Education Authority, it will be sought and followed. Detailed progress records will be kept.

Access to the Curriculum

- Little Acorns has regard for the DFES SEND code of practice (January 2015) and we ensure that our provision is inclusive to all children with SEND.
- The provision of a stimulating, enabling learning environment will be a priority, to arouse children's interest and curiosity and to help those who need extra stimulus and encouragement to overcome their difficulties.
- A climate of warmth and support will be fostered in which self confidence and self esteem can grow and in which all children feel valued and able to risk mistakes as they learn without fear or criticism. Learning needs may be met in individual, small group or whole setting contexts.
- The curriculum will be differentiated to meet the needs of individual children. Teaching styles and flexible groups will reflect this approach. Planning for children's learning within the setting will reflect the setting's

approach to teaching and learning and will take account of special educational needs.

- Curriculum tasks and activities will be matched to children's differing paces and styles of learning, interests, capabilities and previous experience.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for children who have marked learning difficulties.

Staff Development

- Little Acorns staff training needs will be identified by the manager in consultation with the staff and external advisors. Training will be incorporated into the Long Term Plan; staff will attend such training when required.

Working with Parents

- Little Acorns will actively seek the involvement of parents in the care and education of their children. It is recognised that it is particularly important with children with special needs where the support and encouragement of parents is often the crucial factor in achieving success. The family is at the heart of everything that we do.
- Parents will be kept informed about the challenges experienced by their children and communication will be maintained. Parents will be fully consulted before involving Local Education Authority support agencies with their children and will be invited to any appropriate meetings.

SIGNED

Reviewed and updated November 2012
Reviewed and updated January 2014
Reviewed and updated November 2015
Reviewed and updated April 2016