

## INCLUSION POLICY

### **POLICY STATEMENT**

At Cambo Wraparound we recognise that children have a wide range of needs which differ from time to time and we consider how to support these needs as they arise

### Procedures:

- We have an inclusion coordinator – Aisa Forsyth, who is responsible for updating and reviewing the inclusion policy annually.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- Inclusion training is attended annually.
- We use the Early Years Inclusion Toolkit for identifying, assessing and responding to children's special educational needs.
- We also hold regard for more able children and those on the gifted and talented register.
- We ensure all necessary equipment or measures are taken to allow full inclusion.
- We work closely with parents of children with special educational/additional needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational/additional needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated planning sessions for all children with special educational/additional needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational/additional needs.
- We ensure that children with special educational/additional needs are appropriately involved at all stages of the graduated response, taking into accounts their levels of ability.
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessments and the statement process.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational/additional needs.
- We provide resources (human and financial) to implement our special educational/additional needs policy.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.

- We ensure the effectiveness of our special educational/additional needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

**Inclusion of children with additional needs:**

We will ensure that all children with additional needs are provided with an inclusion pathway and inclusion wheel of action. This offers the best learning opportunities of the child along with targets to achieve and areas of concern.

- We will ensure that activities in the setting are accessible to all children.
- All children with additional needs will be observed and records of achievement recorded and celebrated.
- Parents will always be consulted on any concerns and permission must be given before any action taken.
- Parents are encouraged to take an active part in meetings and consultations regarding their child as their views are important and valued by us.
- All information is kept strictly confidential.

**Implementation:**

- All children will be admitted according to our admission policy.
- When the attainment of a child falls significantly below the expected level we enable the child to succeed by planning work to suit their needs and ability.
- Where a child significantly exceeds the expected level of attainment we extend the work within the areas where the child shows particular aptitude.

**Through careful planning of the early year's curriculum:**

- We ensure all children feel secure and know their contributions are valued.
- Children appreciated and value the differences.
- Take responsibility for their own actions.
- Participate safely in clothing that's appropriate to their religious beliefs.
- Are supported in small groups to allow them to experience success.
- Use material that reflects a range of social and cultural backgrounds without stereotyping.
- Are encouraged to participate fully regardless of disabilities or medical needs (where appropriate).