



*Rebecca Cheetham Nursery
and Children's Centre*

INCLUSION POLICY

Compiled by: RC SLT using LA guidance

Amended: RC Senior Leadership Team

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Ratified by governors: Yes

Governor's signature: _____

Inclusion Policy

Rebecca Cheetham Nursery and Children Centre School is a fully inclusive school and advocates the inclusive education policy of Newham Education Authority.

All children are different and individual and are treated as such with an emphasis upon personalised learning. Furthermore we recognise three broad groups who especially benefit from additional inclusive support to help them to access the curriculum and participate in all opportunities provided by the school. These are pupils with Special Educational Needs and Disabilities (SEND), pupils who are Gifted and Talented and pupils for whom English is an Additional Language. Throughout this document, these children are referred to as having 'additional inclusive entitlement'. Within the area of SEND we identify four further groups to ensure that needs are assessed across the full range.

- They are:
- · Communication and interaction
- · Cognition and learning
- · Social, emotional and mental health needs
- · Sensory and/or physical needs

Principles and Ethos

- All teaching staff are teachers of children with Special Educational Needs (SEN). Teaching such children is a whole school responsibility and is a concern of all adults working with them

We continually analyse and evaluate the attainment of individuals and different groups of children to ensure everyone is achieving their potential. This information is used to inform planning ensuring staff are able to take into account the range of abilities and needs of all children within the setting.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for all our children.

At Rebecca Cheetham Nursery we try to address this responsibility in the following ways:

- We believe that every child can and has a right to the opportunity to make progress from their individual starting points whatever their difficulties.
- We will promote values that create a positive culture which include: - encouraging respect for one another - tackling prejudice and stereotyping - fostering good race relations
- We believe that all children with needs are entitled to a broad and balanced curriculum, which is appropriately differentiated, carefully planned and sensitively implemented in line with their personal needs and starting points.
- We are committed to seeking practical and effective solutions to the difficulties children may experience.

· We will seek to identify any difficulties as early as possible and employ appropriate strategies to deal with them.

· We understand the important role that parents play in supporting their child's education and welcome them into the school.

We follow the Graduated Response approach, as set out in the Code of Practice so that resources can be appropriately allocated and applied for. This will involve adopting an 'assess, plan, do, review' approach.

We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with additional learning needs;
- able and talented children;
- children who are at risk of disaffection or exclusion;
- travellers and asylum seekers
- children who are looked after or on the Child Protection Register.

The Early Years Foundation Stage Framework is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting appropriate learning challenges;
- responding to the diverse needs of the children;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities to meet the needs of individuals or groups of children.

This policy should be read in conjunction with other school policies relating to interaction between adults and pupils. These policies include:- Special Education Needs Policy, Behaviour Policy, Child Protection Policy, English as an Additional Language Policy, Public Sector Equality Duty and Teaching and Learning Policy as well as the SEN information report.

1. CURRICULUM

Our curriculum is arranged flexibly in order to meet the specific needs of individuals and groups of children. We ensure our planning responds to the learning needs of the learners; seek out methods to identify and overcome potential barriers to learning; and we plan a rich variety of on and off site activities for children to access, whatever their preferred learning style.

At Rebecca Cheetham we aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We continually analyse and evaluate the attainment of individuals and different groups of children to ensure everyone is achieving their potential. This

information is used to inform planning ensuring staff are able to take into account the range of abilities and needs of all children within the setting.

Staffs ensure that all children:

- Feel Secure And Know That Their Contributions Are Valued;
- Appreciate And Value The Differences They See In Others;
- Take Responsibility For Their Own Actions;
- Participate Safely, In Appropriate Clothing;
- Are Taught In Groupings That Allow Them All To Experience Success While Being Challenged;
- Use Materials That Reflect A Range Of Social And Cultural Backgrounds, Without Stereotyping;
- Design Common Curriculum Experiences That Allow For A Range Of Different Learning Styles;
- Have Challenging Targets That Enable Them To Succeed;
- Encouraged to participate fully, regardless of disabilities or medical needs.

2. RESPONSIBILITIES

It is the responsibility of the Headteacher to ensure that all staff are familiar with the relevant equal opportunities legislation covering race, gender and disability.

It is the responsibility of all staff to ensure the continued achievement of educational inclusion by continually reviewing our practice by asking key questions such as:

- Are all of our children achieving their best?
- Are there any differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successfully promoting racial harmony and preparing children to live in a diverse society?

To follow the DFEE Code of Practice 2001 by focussing on:

- Early identification
- Early intervention
- Inclusive education
- Physical environment
- Partnership with parents
- Multi-agency collaboration

3. PROCEDURES

We are committed to working in partnership with parents to identify any support requirements and to put measures in place where needed.

Children are regularly observed and should a staff member have a concern about any aspect of a child's progress, they will refer to the appropriate member of staff. The child's parents/carers will be

involved and further observations will be carried out. Parents/carers views and wishes will be respected at all times.

Where necessary, we provide further support to children in our nurture groups and box clever; these groups also give us an opportunity to further assess the children to ascertain whether further outside agency support is required.

If necessary, outside agencies will be asked for support if the parents have given consent and, the Special Educational Needs support process will be followed. The necessary team will work together with the child to set targets and write individual personal profiles or similar using evidence from observations and discussions.

Special Educational Needs

At Rebecca Cheetham we follow the following principles regarding successful inclusive education, taken from the Code of Practice for Special Educational Needs (2014) and fully endorsed by the London Borough of Newham.

- A strong working partnership and effective dialogue with parents and carers is essential.

Pupils who are considered to have Special Educational Needs will be put on the School's SEN register. However, before a child is put on the SEN register, an initial concern form is completed with the consent of the parents, an assessment takes place with the appropriate member of the inclusion team and the impact of class based interventions are measured. The child may then have an intervention from a supporting adult. During the school intervention and assessments there

- To ensure all pupils are offered personalised access to a broad, balanced and relevant curriculum.
- All pupils will be given the opportunity to reach their full potential educationally, emotionally and physically irrespective of their individual differences.
- All teachers and key person view themselves as teachers of pupils with special educational needs, teaching such pupils are a whole school responsibility.
- All pupils have equal entitlement to Quality First Teaching.

Pupil's Special Educational Needs will be met through a balance of provision within the mainstream classroom and specific tailored intervention may be a need to refer to an outside agency; this will be discussed with parents.

Some children on the SEN register have an Early Years Support Plan, which will give them specific targets to work towards. These targets are reviewed every term and a new Early Years Support Plan written. Parents will be informed of their child's targets and the teachers or the Inclusion Manager will always be available to talk them through the targets. The targets are also shared with the pupils wherever possible, so they have an understanding of what they are working towards.

If there is a concern that the child is making little progress, and parents, key person and SENCO agree, the child will move to Special Educational Needs support, involving external support.

Gifted and Talented

Providing for gifted and talented learners at Rebecca Cheetham is a matter of equity - as with all other pupils they have a right to an education that is suited to their needs and abilities, to allow

them to fulfil their true potential. For Gifted and Talented pupils at Rebecca Cheetham we aim to stretch and challenge them both in and out of the classroom environment; and to ensure that there are opportunities to further their particular strengths and abilities outside of school. Gifted and Talented workshops happen during the school day. They work with a Nursery Nurse or specialist teacher on activities to further extend their skills and learning. For further information see the Gifted and Talented Policy.

English as an Additional Language (EAL)

At Rebecca Cheetham , we aim to make appropriate provision of teaching and resources for pupils with EAL and for raising achievement of ethnic minority groups who are at risk from underachieving. We will identify individual pupil's needs, recognising skills they bring to our school and ensuring that they have equal access to the curriculum. By this we aim to ensure that all EAL pupils are able to understand English confidently and competently, use English as a means of learning across the curriculum and where appropriate, make use of their knowledge of other languages.

For further information see the EAL Policy.

Personal Social, Emotional and Development (PSED)

At Rebecca Cheetham we aim to support our children with emotional and behavioural difficulties, by providing a safe, secure and welcoming learning environment in which to learn. At Rebecca Cheetham we promote an ethos towards positive behaviour management. In order to do this, we have in place a range of strategies and methods to best support these children, and facilitate their learning both in and out of the classroom environment, to ensure they achieve to their potential.

Children's social and emotional needs also need to be considered carefully if a child is to reach their full potential. To help us in this Rebecca Cheetham Nursery, has one Nursery Nurse who support children across the school in a variety of ways. A major role of the Nursery Nurse is to run Nurture groups, Box Clever and other sensory focus activities to support the children. They are given the opportunity to speak about how they feel and to support each other. The Nursery Nurse will also support in the classroom where required and is available to those in need, including parents.

Where medical needs are deemed to be a barrier to inclusive education, the school based health visitor will liaise with the SENCo and parents to provide a care plan to best overcome these barriers and support the pupil to meet their potential.

For further information see the Behaviour Policy / First Aid Policy and Supporting Children with Medical Needs Policy.

COVID 19 Addendum

Our nursery aims to be an inclusive nursery. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. Every child has an entitlement to the full curriculum and the needs of each individual child are recognised and met using a variety of approaches and differentiated teaching, in partnership with parents and other professionals. It is necessary, in light of the Covid-19 pandemic, to make some adjustments to the Inclusion policy.

These adjustments are set out below:

The nursery will continue to offer places to all children with EHCP plans whose risk assessment determines that attending nursery is the right course of action, along with parental agreement. The SENDCo working alongside the local authority will keep risk assessments for EHCP pupils up-to-date to reflect any changes in circumstances.

The SENDCo, through weekly phone calls will engage proactively with parents and carers to support pupils with an EHCP with their emotional wellbeing, engagement in learning and plans for returning to nursery when appropriate. Coronavirus (COVID-19) makes it more difficult for nursery to provide the specified special educational and health provision in an EHC plan.

Possible reasons why this might be more difficult are:

- The child is not currently attending nursery.
- The following of 'social distancing' guidelines disrupts school normal 1:1 or small group provision for those who are still attending and make certain interventions impractical.
- The resources to secure the provision are reduced, for example because of illness, self-isolation or the need to direct staff resources at responding to the pressures generated by coronavirus (COVID-19).

Rebecca Cheetham nursery will ensure that parents are informed of services for additional support, for example around anxiety, mental health and behaviour. Coronavirus (COVID-19) is limiting the level of service that can be provided by outside agencies (such as educational psychologists, LCIS and SALT) who provide advice and information for SEN pupils.

The SENDCo is liaising with these services and passing advice and guidance onto staff and parents. Nursery will provide differentiated learning for those SEN pupils attending.

It may be difficult for nursery to provide the provision on Pupil Profiles and Behaviour support plans due to the following reasons:

- The following of 'social distancing' guidelines disrupts schools normal 1:1 or small group provision for those who are still attending and make certain interventions impractical.
- The resources to secure the provision are reduced, for example because of illness, self-isolation or the need to direct staff resource at responding to the pressures generated by coronavirus (COVID-19)

Inclusion team and key persons will ensure to contact parents at least three times as week and provide them with support and advice.

Nursery will endeavour to provide differentiated learning for pupils via zoom, videos and provide learning bags, who are not attending the setting.

4. RELATED DOCUMENTS

SEND code of practice: 0 to 25 years – www.gov.uk

-Rebecca Cheetham Local Offer

- Race Relations Act 1976

- Race Relations Amendment Act 2000

- Sex Discrimination Act 1986

- Children Act 1989 & 2004

- Special Educational Needs and Disability Act 2001

- DfEE Code of Practice 2001

- Disability discrimination Act 1995

The policy will be reviewed by as part of the policy review timetable.