



Early Years Inclusion Policy

Date of Last Review	01-2017	Review Period	2 years
Date of Next Review	01 - 2019	Owner	ZL
Type of Policy	Equal opportunities	Governor's Approval Date	

Aims

1. All children have a right of full access to Early Years Education through the Foundation Stage Curriculum.
2. All children have a right to expect to learn in a caring and considerate environment where all are valued for their contributions.
3. St. Michael's is committed to the early identification of children with Special Educational Needs and Disabilities (SEND) and to adopting clear and open procedures which are outlined in this policy.
4. St. Michael's is committed to working closely with parents who are fully involved in all decisions that affect their children's education.
5. The Pre- Prep will provide, within available resources, the highest possible quality support and inclusive education for children with SEND. Where a child needs one to one support in the Pre- Prep this will be funded by the parents.
6. The Pre- Prep will actively promote multi agency working to support children with additional needs.

Purpose

1. To meet the individual needs of all children in our setting.
2. To ensure that Inclusion and Equal Opportunities are put into practice.
3. To raise quality and standards.
4. To recognise the rights of the child.
5. To increase awareness and sensitivity of all children, staff and parents as to the needs of all children with SEND.

The role of our Special Educational Needs Co-ordinator:

In addition to a SENDCO operating in the Prep school the Head of Pre-Prep is directly responsible for those children in the Early Years. The SENDCO and Head of Pre-Prep meet on a weekly basis to discuss:

- Co-ordination of the SEND provision in the Pre Prep
- Support for parents
- Support for staff development through INSET
- Liaison with other agencies
- Keeping appropriate records
- Assisting staff in making observations and assessments
- Assisting staff in planning for children with SEND
- Contacting our Area SENDCO at an early stage for informal advice and support.

Partnership with Parents and Carers

Parents are consulted at every level of intervention. Parents have a right to be involved in discussions about their child. Procedures are explained to parents in order to develop a close working relationship and so parents can be made aware of the targets being set for their child. Parents are offered advice about how they can work with their child at home if they so wish. The effectiveness of any intervention will depend upon the level of involvement of parents.

Consultation with parents is made informally on a daily basis as well as at Parents' Evening. Additional consultation is made at either the parents or St. Michael's request at a mutually convenient time.

Identification and Assessment of Special Educational Needs:

Definition of SEND (From the SEN Code of Practice)

A child in the Early Years is considered to have SEN if she or he has a learning difficulty that calls for special educational provision to be made for her or him.

A child has a learning difficulty if she or he:

- Has a **significantly** greater difficulty in learning than the majority of children of the same age.
- Has a disability that either prevents or hinders the child from making use of the facilities of a kind provided for children of the same age.

Children with English as an Additional Language

All children with EAL are identified on entry and their language development is closely monitored.

A child is not regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which she or he will be taught.

Identification, assessment and provision

See Assessment recording reporting policy.

Additional Policies that inform Inclusion Policy

Equal opportunities

St Michael's SEN policy

Admissions Policy Assessment/recording reporting

Curriculum policy

Updated September 2011

Reviewed 2015

Review Jan 2017 ZL

Pre-Prep/Policies/Inclusion Early Years