



PEMBURY SCHOOL HOUSE NURSERY

Inclusion Policy

Statement of Intent

We see children as individuals and we are committed to providing equal opportunities for all. We provide an environment in which all children are supported to achieve their individual learning potential.

Aim

We aim to provide a secure environment in which all our children can flourish and all contributions are valued. We aim to provide positive, non-stereotyping information about different ethnic groups and people with learning difficulties and disabilities, improving our knowledge and understanding of issues of equality and diversity. Inclusion is a thread which runs throughout our practice.

We adhere to the DfES Special Educational Needs Code of Practice and work in partnership with parents and other agencies, in meeting individual children's needs. We monitor and review our practice and provision and, if necessary, make adjustments.

The legal framework for this Policy is:

- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1986
- Children Act 1989 & 2004
- Special Educational Needs and Disability Act 2001



Methods

The nursery is open to all members of the community.

We designate members of staff to be Equality & Diversity Co-ordinator (Becky Arditti) and Special Educational Needs Co-ordinator (Jude Sheppard), however we ensure that the provision for all children is the responsibility of all members of the setting.

Admissions

- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We will provide information in any required language.
- We base our Admissions Policy on a fair system.

- We do not discriminate against any child.

- We ensure that all parents are made aware of our Inclusion Policy.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the nursery and in the curriculum offered.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.

Employment

- We advertise vacancies and all applicants are judged against explicit and fair criteria.
- We offer the post to the applicant who best meets the criteria, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process. All job descriptions include a commitment to inclusion.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish.
- We review our practices, to ensure that we are fully implementing our policy for Inclusion.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained Staff.

Care and Curriculum

We offer a curriculum that encourages children to develop positive attitudes to others. Children are encouraged to consider others and their individual needs. We do this by:

- making children feel valued and have positive self esteem
- ensuring that children have equal access to learning
- reflecting the widest possible range of communities in the choice of resources
- avoiding stereotypes or derogatory images in the selection of materials
- celebrating a range of festivals
- creating an environment of mutual respect and tolerance by modelling positive behaviour
- ensuring that the curriculum is inclusive of children with special educational needs and children with disabilities
- ensuring that children, whose first language is not English, have full access to the curriculum and are supported in their learning.
- we ensure that our physical environment is, as far as possible, suitable for children with disabilities.
- we use the graduated response system for identifying, assessing and responding to children's special educational needs.
- we provide a broad and balanced curriculum for all children with SEN / disabilities.
- we provide a differentiated curriculum to meet individual needs and abilities.
- we use a system of planning, implementing, monitoring, evaluating and reviewing of Individual Educational Plans (IEPs), for children with SEN / disabilities.
- we ensure that children with SEN / disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

- we use a system for keeping records of the assessment, planning, provision and review of children with SEN / disabilities.

- we provide resources (human and financial) to implement our SEN / Disability Policy.
- we ensure the privacy of children with SEN / disabilities, when intimate care is being provided.

Valuing Diversity in Families

- We welcome the diversity of all families.
- We encourage children to contribute stories of their everyday life into the nursery.
- We encourage parents / carers to take part in the life of the nursery and to contribute fully.
- For families who have a first language other than English, we value the contribution their culture and language offer.
- We offer a flexible payment system for families of differing means.
- we work closely with parents of children with SEN / disabilities, 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 child's education and development.
- we provide parents with information on sources of independent advice and support.

Food

- We work in partnership with parents, to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to, may be involved in the running of the nursery, via the Management Committee.
- Information about meetings is communicated in a variety of ways - written, verbal and if necessary in translation - to ensure that all parents have information about access to the meetings.
- we liaise with other professionals involved with children with SEN / disabilities and their families, including transfer arrangements to other settings and schools.
- we ensure the effectiveness of our SEN / disability provision, by collecting information from a range of sources, e.g. IEP reviews, Staff and Management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- we provide a Complaints Procedure.
- we monitor and review our Policy annually.