



# The Railway Nursery

Old School, High Street, Lavendon, Bucks, MK46 4HA

01234 241246

## Inclusion Policy

### Railway Nursery School

#### Our inclusion policy:

*“Inclusion is a process of identifying, understanding and breaking down barriers to participation and learning”*

from *Participation and belonging in Early Years Settings*  
(Sure Start and NCB, 2005)

Our policy describes how we include all children in our setting to participate, belong and develop regardless of the background and level of ability.

#### *Our aims*

- We aim to provide a nurturing environment in which every child can develop and learn.
- We want all children to learn and use friendly and helpful behaviour following the staffs example and with our encouragement and positive support.
- We aim to provide a safe and secure environment to encourage the individual child’s confidence and self-esteem

#### Who is the policy for?

Our policy is for the following people:

- All staff members including managers
- Students and trainees
- Voluntary workers i.e.: school placements

We believe that every child has a right to be included at our nursery. We understand that every child is an individual and some children may need more encouragement and support in certain areas. We are keen to provide an inclusive service for children:

**Registered Office 1 Assheton Road, Beaconsfield, Bucks HP9 2NP**

Tel. No. 01494 672209 email: libbymorriss@hotmail.com

- Who do not speak English as their first/only language
- Who have special educational needs or other disabilities
- Who may need help to manage their own behaviour or need help with the behaviour from others around them
- Who are part of ethnic minority groups

In our nursery, we welcome children with different faiths and languages and encourage the other children to learn about their new friends.

We already welcome children with special educational needs and disabilities and support and encourage them to develop alongside their friends.

Our 'Inclusion Coordinator' for our setting is Hayley Ruffett

This person is responsible for making sure this is a working document and is implemented daily. They also have the responsibility of ensuring the following policies are carried out daily:

- Meeting the needs of persons with special educational needs (SEN)
- Anti bullying
- Behaviour
- Equal opportunities

They also ensure that there is access to the building at all times for any body with a disability.

If there are any concerns or questions about any of these issues, contact the named inclusion coordinator first. They will reply to your concern within three days. If no action has been suggested or is not deemed 'enough' then please contact the manager with your concerns.

Name : Lisa Blake

Contact details: 01234 241246

### **Including every child**

At the Railway nursery, we strive to include every child. This is done through planned activities, inside and outside and day to day play. We do not discriminate against any child and include every child in our planning. Every member of staff participates in this, not just the inclusion coordinator.

## Meeting special educational needs and supporting children with disabilities

We identify and support children with SEN in accordance to the *SEN Code of practice* and the *Disability Discrimination Act*. Any children are considered to have special educational needs if they require approaches that are additional or different to usual. We believe that every individual child has the right to access the Early Years Foundation Stage regardless of their level of ability or educational needs. We understand the importance of working alongside outside professionals and most importantly, with the child's parents and carers.

Our inclusion coordinator advises and supports staff members on their approaches and interventions, although it is the key persons responsibility to make sure the child's day-to-day needs are met. The inclusion coordinator also acts as a first contact for outside professionals, parents and carers. They also get to know each child's individual needs or requirements and help and advise staff members on how they can help the children as best they can.

The following members of staff have training in SEN:

- Hayley Ruffett
- Kerry Davis.

We identify SEN by taking 'Early Years Action'. This means that we share any concerns we have observed and talk to the child's parents and carers. We then write an individual education plan (IEP). This is a working document that has a few chosen targets for the child to work towards i.e.: 'can recognise numbers up to 10' and is implemented daily/weekly depending on the target. Staff carry out the activities with the child and monitor and record the child's progress. We involve parents and carers at all times and encourage them to work towards the targets with their child at home. We also try to involve the other children as much as possible as children learn from their peers as well as their family. As an individual education plan is a working document, we meet every six weeks to review how the child has got on and whether they have met their targets. During this meeting we will discuss with the parents and carers how they feel about how their child is getting on. If we feel the need to write another IEP, we will write new targets to suit the child's needs and carry on til sufficient progress has been made.

At times we may include targets that include work given by external specialists i.e.: speech and language therapists. We work alongside these specialists to help the child develop further. This is known as 'Early Years Action Plus'. They provide advice and support for staff members, parents and carers which will help us to understand the child's needs fully and remove any barriers to progress.

We currently receive input from the following outside professionals:

### **Area SENCO : Liz Myers and Wendy Stark**

Galley Hill Education Centre                      01908 254508

We may also use the following professionals at times:

- Health visitors
- Ear, nose and throat specialists
- Speech and language therapist
- NHS speech and language drop in centre.

When a child moves to another setting or school, we pass on their tracker books which every child in the setting has. We fill in transfer sheets for those going to school and all the documentation/notes that we have regarding to the child's special educational needs.

### **Avoiding discrimination**

- Our setting holds a wide range of books and resources covering many different cultures and beliefs.
- We promote positive images and attitudes towards disability and diversity and plan activities to break down any barriers that may occur.
- We encourage all staff members to discuss their own attitudes and beliefs and ensure that their practice is anti-discriminatory.
- We listen to the points of views given by the parents and try to explain our practice clearly.
- We aim to break down barriers that may occur within the nursery and challenge any prejudice that may occur.
- We understand that discrimination can be embedded within cultural beliefs and try to challenge any prejudice that could occur.
- Our staff members attend training and courses on various topics including disabilities, bullying and behaviour management

### **Promoting positive behaviour**

- We aim to provide a setting where each and every child feels accepted and valued.
- We encourage each child to do their best and have confidence in what they do, whatever their ability.
- We encourage all the children to be friendly and helpful towards each other.
- We encourage the children to share and take turns when playing in groups.
- We aim to make each play and learning experience fun and enjoyable and make sure that each child can succeed.
- We encourage circle and registration time to encourage positive social skills with others around them.
- If a child does not respond to our usual approach, we will talk to the inclusion coordinator who will discuss the child's behaviour with the parents and carers. We would then discuss writing a behaviour plan to suit the child, based on positive responses.

We will always contact parents and carers first and then speak to any outside professionals we think may be able to help the child.

- If parents and carers have any concerns that their child may be bullied, this will be discussed with the staff working in the child's room and with the nursery manager. We will then monitor the situation and discuss any problems we may find.
- We appreciate and value all pieces of information that parents give us as this gives us an insight into their child's behaviour and help to plan our approaches to achieve positive behaviour.

### **Evaluation**

We will annually evaluate how successful our inclusion policy has been by:

- Regularly talking with parents and carers to obtain their views
- Monitor how additional needs are met
- Talking to the children about how they feel when they come into nursery
- Monitoring the level of diversity in the setting
- Talking to staff about how supported they feel when dealing with additional needs
- How successful staff feel in encouraging positive behaviour

The inclusion coordinator will report on these findings at the annual review.

### **Keeping up to date**

It is the inclusion coordinators role and responsibility to keep up to date with the laws and legislations concerning inclusion. They should also have the support of the manager. The policy will be reviewed annually and will be accessible if any changes have occurred and need altering before the annual review.

*'Being fully accepted means that whatever our strengths and weaknesses, interests and inclinations, we feel we belong-in what we are doing, or not doing. Feeling able to take time out to be quiet and still feel we belong is perhaps the best measure of inclusion'*

from *Participation and Belonging in Early Years Settings*  
(Sure Start and NCB, 2005)

Signed .....  
Inclusion coordinator

Setting: .....  
Date:.....

Sept 2009