

St Helen's Pre-school Inclusion Policy

This inclusion policy relates to both pre-school sessions and Forest school sessions.

At St Helen's pre-school we believe that all forms of prejudice and discrimination are unacceptable and we seek to embrace diversity in all its aspects, seeing each child as an individual. The pre-school aims to ensure that all actual or potential employees, children, families and students are treated equally regardless of ability, disability, medical needs, family responsibility, race, colour, ethnicity, nationality, language, sexuality, religion or belief, gender, multiple birth status, family status etc.. We will treat all children, parents, carers, staff and students with respect and dignity and seek to provide an environment free from harassment, bullying and victimisation.

At St Helen's pre-school we aim to provide a stimulating, challenging and inclusive environment where all children can fully participate explore, play and learn together. We want all children to have the best possible learning opportunities and experiences. We welcome and actively promote inclusive practices and diversity, aiming to make the pre-school accessible to all families who wish to use it.

We have due regard to:

- The Special Educational Needs and Disability Code of Practice 2014
- The Equalities Act 2010.
- The Children and Families Act 2014

(See www.gov.uk)

We work in partnership with families and other agencies, where appropriate, to support individual children's learning, aiming to provide effective support to meet every child's needs.

Our manager and Special Educational Needs and Disability Coordinator (SENDco) are responsible for the implementation and annual review of our inclusion policy. They ensure that all staff, students and parent/carers are aware of the policy; we welcome discussion about individual children or any other matters arising from the policy.

Our present manager is Tricia Pillay

Our present SENDco is Dawn Higgs

We welcome all children regardless of ability, disability, medical needs, family responsibility, race, colour, ethnicity, nationality, language, sexuality, religion or belief, gender, multiple birth status, family status etc. and aim to provide play and learning opportunities, experiences and activities in which all children can participate.

We have a caring and experienced staff with a wide range of skills and knowledge, enabling us to provide an inclusive environment where diversity is celebrated.

All our staff are supported by our SENDco and Manager who work with children, parents, carers and outside agencies as necessary. Our SENDco and Manager discuss individual children's needs fully with parents and carers to ensure that individual needs are planned for and met.

Specialist resources, toys and equipment can be acquired should the need for this be identified.

All parents and carers of children at St Helen's pre-school can be assured that their concerns are taken seriously and will be discussed sympathetically, according to individual needs and wishes. Staff are available for short informal discussion at the beginning and end of sessions and longer appointments will be arranged as required.

Through our record-keeping and system of regular observations we are able to monitor individual children's progress and identify needs. Should any issues of concern arise we always discuss these, in the first instance, with parents/carers and work together to devise a plan of action and support.

Children who have an identified additional need on joining the setting will be welcomed and celebrated in the same way as all our children. Our settling-in policy ensures that all children are supported as individuals, settling in needs will be discussed with parents/carers, keypersons, and the Manager and SENDco. Appropriate levels of support will be offered and input and advice from other agencies and professionals will be sought as necessary. The SENDco will take responsibility for coordinating this – working closely with the child's parents/carers and keyperson.

Inclusion Policy reviewed April 2015