

d. Inclusion Policy

In line with the Nursery Village [Diversity & Equality Policy](#), everyone should have an equal opportunity, and this also applies to the inclusion of children with a disability and children with Additional Learning Needs within the Nursery.

‘From the very earliest age, disabled children should have the right to play and learn with other children, enjoying all the aspects of life and friendships that other children do’ – The Inclusion Charter, Centre for Studies on Inclusion.

Our Aims:

- To ensure that all children are fully included within the Nursery, with specific regard to any additional needs a child and their family might have.
- To provide a structure and supportive framework for staff to reference when a disabled child and their family approach, attend and settle in at the Nursery.
- To provide disabled children and their families with a set of clear expectations that evidences our commitment to their inclusion.

Information

The term ‘Additional Learning Needs’ within this policy refers to children with disabilities or additional or special educational needs.

The definition of a disability is *‘a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities’*.

We include within this, children with physical and sensory impairments, learning difficulties and people who experience mental or emotional distress.

We adopt the Social Model of Disability:

‘The social model of disability says that disability is caused by the way society is organised, rather than by a person’s impairment or difference’. It looks at ways of removing barriers that restrict life choices for disabled people. When barriers are removed, disabled people can be independent and equal in society, with choice and control over their own lives.

We recognise that children with additional learning needs and their families can face a unique set of challenges within their daily lives and our aim is to address and support these in whatever way we can. (Appendix A)

As supporting children with additional learning needs is an intrinsic part of supporting all children within the Nursery, information relating to children with additional learning needs and their families is contained within all other relevant policies.

Procedures

It is important to us that we are prepared for children with additional learning needs to attend our Nursery, both as part of our ethos and as part of our duties under the Equalities Act 2010.

To do this we will:

- Identify a member of staff as the lead worker for children with additional learning needs (SENCO). This individual will be trained appropriately to promote inclusive practice in the Nursery.
- Support children and staff to value the differences in individuals and address any discriminatory language or behaviour.
- Commit to training staff in inclusion, equal opportunities and communication.
- Ensure we keep up to date with new legal and policy requirements.
- Have pictures, resources and activities that reflect and represent the lives of children with additional learning needs positively.
- Include a budget to cover extra costs that may be necessary for training, resources and extra staff support as recognition that the Nursery aims to support all children.
- Evaluate our Nursery and inclusion practices using external agencies such as NDNA and Band or processes like the Kids 'All of Us' Checklist, and in partnership with our families and children as appropriate.

The SENCO's responsibilities will include:

- Ensuring that all management, staff and volunteers are aware of all legislation, regulations and other guidance on working with children with additional learning needs.
- Identifying staff training requirements to meet the needs of children with additional learning needs attending the Nursery.
- Meeting with the child and their parents or carers at the point of entry to plan a successful entry to the Nursery.
- Ensuring that children with additional learning needs are considered when activities are being planned and prepared.
- Monitoring and evaluating delivery.
- Liaising with other agencies and seeking advice and support where necessary.

When a child or family approaches our Nursery, we will also consider these areas:

Welcome

A welcoming attitude, sharing basic information, offering an introductory visit. We understand that the initial welcome a family receives at our Nursery is key to establishing positive relationships and successful inclusion.

We will welcome children with additional learning needs to the Nursery with a realistic but 'can do' attitude: this means that we will be honest about what we need to ensure we can provide appropriate support for the child and we will work with the parents and child to achieve that.

Initial visits

If appropriate, we may offer taster sessions to the child and family.

We will allocate a keyworker as a point of contact and as support for the child. A keyworker will not work exclusively with the child; we expect all staff to be engaged in play and establish positive relationships with all children. We will ensure that activities, equipment and resources are appropriate for the child's needs. We will use observations to enable us to gain further understanding of the child's needs, alongside talking to the child, family and external agencies where appropriate.

Extra Staff Support

We recognise that some children with additional learning needs need extra staff support to meet their needs. We will consider what, if any, extra support a child has in other situations, whilst understanding that a child's behaviour and needs change in different environments.

It may be that support is only necessary for a short time to settle into Nursery routines or to cover certain aspects of the day. We will work with parents, the child and other agencies to assess this.

Settling In

We recognise that the importance of building positive relationships with the child and family. We also recognise that children with additional learning needs can often be left out, lack confidence and may not always tell staff if they have a problem, for fear of isolating themselves further.

Staff will be extra vigilant in ensuring all children are included, supported and encouraged to talk to staff if they have any problems. All children will be encouraged to share and to invite others to join in games and other activities; our aim is that all opportunities are open to all children and that children with additional learning needs are encouraged to have full involvement in a range of activities, including those involving an appropriate level of risk and challenge.

Please also refer to our [Settling In & Key Worker Policy](#).

Funding for Inclusion

To fund any additional staff support, resources or staff training to enable a children with additional learning needs to attend, we will first look to our budget and consider what we can afford as part of our commitment to welcome all children.

If we are unable to fully fund this area or if it impacts on the financial sustainability of the Nursery, we will investigate appropriate agencies that may support us and apply for funding from them.