

FIRST STEPS (BATH)

INCLUSION POLICY AND PROCEDURE

Policy statement

First Steps (Bath) is committed to ensuring that all services are accessible to all children, parents/carers, staff, students, and volunteers. We aim to provide for the individual needs of children and adults with disabilities, Special Educational Needs (SEN), and those with English as an additional language. We work to meet the requirements of the Disability Discrimination Act (1995), Special Educational Needs and Disability Act 2001 and the Equality Act 2010. We have regard to the SEND Code of Practice on the Identification and assessment of children with Special Educational Needs and provide appropriate learning opportunities for all children and their parents.

We aim to:

- ensure that the environment and activities offered are accessible to all.
- create an atmosphere where children and adults are comfortable to discuss their individual needs and the ways in which we can assist them
- provide an atmosphere in which everyone feels valued and able to take appropriate risks, without fear of criticism
- help each person to learn to appreciate and value their own strengths
- provide broad and balanced experiences and activities so all children develop to their full potential
- assist every member of staff to play their part in supporting each child's needs by providing appropriate training and support.
- identify children with Additional Needs as early as possible and give appropriate support.
- involve parents/carers at every stage in any plans to meet the child's needs.

Our responsibilities

- The Chief Executive and Senior Management Team are responsible for overseeing all aspects of the policy.
- A Special Educational Needs and Disability Co-ordinator (SENDCo) is appointed within each Early Years service, to ensure the needs of each child are supported and to advise staff as appropriate.
- All staff are responsible for upholding this policy.

Admissions

- We give priority to local families and children with a disability, special educational or social need. Please see our admissions policy for further details.
- We gain as much information as possible about children's needs before they start to attend.

Support for children with Special Educational Needs & Disability in Day Care

- We use the definition from the Children & Families Act 2014 of a child with a learning difficulty.
- Some children enter day care with a previously identified disability or Special Educational Need, other children are identified through the observation and recording systems that are used.
- We discuss with parents/carers the needs of all children and any support given.

- We seek the advice and support of other agencies as appropriate to the needs of the child.
- To ensure support is given to meet individual children's needs, a risk assessment may be completed where appropriate.
- For all types of support the Centre draws up an individual support plan for the child, setting out clear targets, and strategies to reach those targets

English as an Additional Language

- We endeavour to help children attending our services to communicate as much as possible, and to learn English words and phrases as appropriate.
- We gain as much information as possible about children's English language development before they start to attend.
- We note words in the child's main language that it would be helpful for us to recognise, and words we might need to use to welcome and to help the child. We will, where appropriate, also give the child a set of pictures to communicate their needs to the staff.
- We encourage parents/carers to communicate to their children using their first language.
- Children attending day care with English as an additional language may have an additional plan with parents to ensure children are supported to communicate and learn English
- We will, where appropriate, also seek advice from external agencies.

Partnership with Parents

- We aim to work in partnership with Parents/Carers. We value their detailed knowledge of their child and discuss with them any additional support given to their child.
- For parent/carers who communicate in a language other than English we endeavour to find an interpreter both to communicate verbally/visually and to translate written information.

Links to other policies

- Day Care Admissions Policy
- Equal Opportunities Policy
- Behaviour Management Policy

Approved by the Board of Trustees on 19th May 2009

Last Reviewed and updated by SMT March 2016

Reviewed by Trustees March 2017

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Reviewed by SMT March 2025

SEND Code of Practice 2014

A child has a learning difficulty or disability if:

he or she has a significantly greater difficulty in learning than the majority of others of the same age.

or

has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Many children and young people who have SEN may have a disability under the

Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.