

# **Park Hill Nursery Ltd**

## **Inclusion Policy**

### **Our Aims**

Our nursery aims to support the inclusion of all children and their families or carers regardless of social or cultural background and with or without disabilities.

We provide an environment where we all feel valued and free from discrimination, reflecting on our multicultural society where families, staff and children work together to promote an inclusive place which everybody feels happy in. We follow the SEN Code of Practice and Equality Act. We aim to teach a range of fun and creative activities which are age and ability appropriate and all of which are in line with the Early Years Foundation Stage. We aim to meet all the individual needs of the children in our care and to work in a close partnership with all those involved with the children, seeking the views of families/carers and any other people/agencies involved with those children.

### **Role of SENCO**

As required by the Code of Practice we have a named SENCO, Mrs Leigh King. She is responsible for co-ordinating the provision for children with special educational needs. For further details explaining the role of our SENCO in full please see our SEN policy.

### **Working together**

It is very important that all staff work as an effective team and communicate well together. The manager always ensures that the professional development of the staff is kept up to date by holding supervision and appraisal meetings and regularly reviewing training needs.

### **Links with support services and other agencies**

On some occasions within the nursery it is necessary for us to involve outside agencies with permission from the parents. These agencies offer lots of support and advice should we need it. Information will be shared with parents on a regular basis. Our first port of call would be our Early Years and advisor who would advise us on who could help us further with your child.

### **Facilities**

Our nursery is situated just behind Wilcombe Primary School so for safety aspects we are in a great position. We are fortunate to have a ramp leading to the main entrance to our building. Throughout the day we use all areas of the nursery for different activities, including our veranda and outside play area. The outside area is useful for physical play where children can develop their fine motor and gross motor

skills. The verandas are accessed daily and are particularly useful on a wet day as the children are still able to be outside in the fresh air. When numbers permit, (for safety reasons) we can use the local services available nearby, such as the canal and the local parks. We have a large kitchen and can store different foods and drinks which the babies and older children may require. Parents are required to add ice packs to packed lunches. Hot school dinners are sent over from the Primary School for children who would like one. During snack times the children come together in their individual rooms and during lunch times the toddlers and the pre-school children all come together to eat. By doing this everybody feels included and we are promoting many social skills.

### **Staff**

All staff act as positive role models in our setting by promoting anti-discriminatory practice and show sensitivity and knowledge when working with SEN children. Staff encourage the children to eat healthy foods at snack and lunch time and model this by doing the same.

### **Training**

All staff are given the opportunity to attend regular training days, and staff meetings, supervision and appraisals are also important to keep staff up to date of any SEN issues. It is important that we all share information that we have gained from training days or outside agencies.

### **Curriculum, resources, and learning environment**

Management and all staff complete regular observations on the children to assess their individual needs and interests. This then helps us to deliver a curriculum of interest tailored to each child's needs. Here at Park Hill we have adopted a key person system so each child has a member of staff caring for them. It is their responsibility to ensure that they record any additional support on the child's personalised plan so that all members of staff are aware of any adaptation's that will need to be made. If we feel we need support or guidance on the curriculum then we can contact our Early Years advisor, or the Foundation Stage staff at Wilcombe Primary School.

### **Admission arrangements**

To ensure that we are an inclusive setting we make sure that we consider how our information is presented and shared with parents. We publicise our nursery through the local papers, and local directories. All children are welcome into our setting and their individual needs are considered, not just those considered to have special educational needs. Parents can book an initial visit to the nursery which allows them to have a look around our setting, meet the staff and the other children. During this visit parents are given the opportunity to ask any questions that they may have. We then offer a taster session for children so they can explore the room they will be

joining and to familiarise themselves with the staff and the other children. Parents are welcome and encouraged to stay for as long as they wish during this taster session. If the parents are then happy to leave their child for a little while on their own, they can do so. Parents are assured that if their child is unsettled in any way, we will call them and equally if the parents wish to check the progress of their child throughout the day they are welcome to call us. For further details please see our Admissions policy.

### **Partnership with parents**

We welcome all parents into our setting regardless of their race, religion, background, age, or gender. We hold regular parent evenings and send out regular newsletters to inform our parents of any news around the nursery. We also send out parent questionnaires, so we can see exactly what the parents think of our setting. Management adopt an 'open door' policy and staff are available on the daily basis should parents wish to speak to them. We also have our own Park Hill parent partnership committee which meet once a term to discuss future events, suggestions, and fundraising ideas. Please see our Parental Involvement Policy for further information. All staff are aware of the importance of confidentiality within the setting. For further details please see our Confidentiality Policy. If parents are unhappy about any aspects of the care or provision, we provide we operate a complaints procedure. For further details please see our Complaints Procedure Policy.

### **Identification and assessment**

We closely follow the SEN Code of Practice 2015. All staff carry out daily observations of all the children in our care. These help us to inform our weekly planning, write termly reports, targets and can also be useful for identifying SEN. If any staff have any worries or would like to query something about an individual child their first port of call would be Leigh King, as she is the named SENCO. Her role would be then to observe and gather as much information and evidence about specific concerns to show to the parents. A meeting will then be held with the parents, to discuss how we could help their child. If needed and with the parent's permission our Early Years Advisor would be asked to come along to observe the child. Individual Learning Plans (ILP's) are then written by the child's key person and the SENCO and reviewed as regularly as we feel necessary. When the child comes to leave our setting, we would pass on their records to the next school, but only with permission from the parents.

### **Links with support services**

We are very lucky to have a local children's centre situated next to our nursery and there are several professionals and different services available for us to call on for advice or assistance. We also work extremely closely with the Children's Centre and can offer crèches for some of their families in need. We have great links with

Wilcombe Primary School and meet regularly to discuss future events, shared children, and local news.

### **Resources**

It is important to us and to the children that they have the appropriate resources available to support their needs. Children with special educational needs may require our resources to be modified. We are also able to borrow resources from outside agencies to support specific needs. We appreciate that there are a variety of cultures, religions and beliefs and we hope that we can gain more knowledge when we are faced with these by working in partnership with the parents.

### **Learning environment**

Here at Park Hill we are very lucky that our rooms, veranda, and garden are quite spacious. We plan for all children that attend our setting following the Early Years Foundation Stage. We always ensure that our equipment is accessible to all children and that they can choose toys which they are interested in. We encourage free choice and adult led activities. We positively encourage good behaviour and independence in carrying out certain tasks.

### **Transition into school**

We have a great partnership with Wilcombe Primary School and have built up some positive relationships with them and several other reception class teachers at our local schools. We invite them to come into our setting to visit children who will be attending their school shortly. We complete a transitional document which with the parent's permission is then passed onto the children's school.

### **Confidentiality**

All staff are aware of the importance in keeping confidentiality within our setting. For further details please refer to our confidentiality policy.

Updated September 2020

Signed by the Managers:  
Staff members: