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INCLUSION POLICY

Adopted January 2025

(Written in accordance to the SEND Code of Practice guidelines 2014)

Toad Hall Nursery believes that all children, with or without additional needs, are entitled to the opportunity to develop to their full potential alongside other children in an educational environment. We celebrate the unique qualities of each individual child and aim to meet the needs of all children in an inclusive environment. We aim to:

To have regard of the DfES Special Educational Needs Code of Practice.

To include all children in our provision.

To welcome children with additional needs/disabilities as part of our provision, and to ensure that all children have equal opportunity of access to our nursery facilities, resource and curriculum.

To appoint a special educational needs coordinator who is experienced in the care and assessment of children with additional needs.

To identify the specific needs of children with additional needs/disabilities and meet those needs through a range of strategies.

To work in partnership with parents/carers keeping them fully involved in their child's education.

To monitor and review our practice and provision and, if necessary, adjust.

To provide training for staff to develop their knowledge and understanding of children with additional needs.

Claire Cooper is our named SENCO. They are responsible for coordinating the Early Years Intervention Plan known as an EYIP, for children identified with additional needs or disabilities. We follow the following practice for children with additional needs/disability:

We ensure our inclusive admissions practice ensures equality of access and opportunity, in line with our admissions policy.

We ensure that our physical environment is as far as possible suitable for children with additional needs and/or disabilities.

We work closely with parents of children with additional needs to create and maintain a positive partnership.

We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.

We provide parents with information on sources of independent advice and support.

We liaise with other professionals involved with children with additional needs and their families, including transfer arrangements to other settings and schools.

We use a graduated response system for identifying, assessing, and responding to children's additional needs.

We provide a broad and balanced curriculum to meet individual needs and abilities.

We use a system of planning, implementing, monitoring, evaluating, and reviewing early years intervention plans (EYIP's) for children with additional needs/disabilities.

We ensure that children with additional needs are appropriately involved at all stages, considering their levels of ability.

We may, where necessary, provide additional resources for supporting children with additional needs and/or disabilities.

We provide a complaints procedure.

We ensure the effectiveness of our additional needs provision by collecting information from a range of sources e.g., EYIP reviews, staff and management meetings, parental and external agencies, inspections, and complaints. This information is collated, evaluated, and reviewed annually.

The Special Needs Procedure is that of the following:

Once a parent/carer or practitioner identifies an additional need, the following procedure will be put into practice.

The SENCO will communicate with the parents and staff to make them aware and gain their approval of the child's possible needs.

The room leader or Key Person, and the Inclusion Coordinator will make observations.

Once the additional needs have been established, the Inclusion Coordinator and key person will work in conjunction with the parents to devise a suitable EYIP, which will be specifically tailored for that child. The EYIP will be ongoing and regularly reviewed.

Some children may need higher levels of support, and specialist expertise may be required. At this stage we would introduce a new EYIP.

In a few circumstances, the Early Years Action Plus will not be sufficient to enable the child to progress satisfactorily. The SENCO in liaison with the other professionals and parents may decide that a request for statutory assessment is necessary. The setting or parents can request this from the LA. This may lead to an Education and Health Care Plan being implemented.

The Inclusion Coordinators are responsible for the following:

The day-to-day operation of the provisions Special Educational Needs policy

Offering advice and liaising with other staff

Coordinating provision for children with additional needs/disabilities

Maintain the groups additional needs/disabilities records on all children with additional needs/disabilities.

Liaising with parents of children with additional needs/disabilities

Liaising with external agencies including the Local Authority SEND Lead Officers and other support agencies.