



Little
muddy me

Inclusion Policy

Date update: October 2024

Date of next review: October 2025

At Little Muddy Me we believe that all children, including those with special educational needs and disabilities (SEND) have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of pre-school life. We are an inclusive setting where we focus on the well-being and progress of every child and where all members of our community are of equal worth. All children share a common entitlement to a broad and balanced curriculum which meets their social and learning needs.

We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face in relation to disability, ethnicity, gender, religion, belief, or faith.

We want all members of our pre-school community to feel a sense of belonging within the setting and wider community and to know that they are respected.

We believe that all children should be equally valued. We will strive to develop an environment where all children can flourish, feel safe and reach their full potential.

Definition of Special Educational Needs and Disabilities

Children have SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. Children have a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than most children of the same age.
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This Inclusion policy details how we will do our best to ensure that the necessary provision is made for any child who has SEND. All practitioners will be aware of the special needs of individual children whom they teach. We will use our best endeavours to ensure that all early year's practitioners in our

settings are able to identify and provide for those children who have special educational needs. Children with SEND will join in the activities of the setting together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the children with whom they are educated. The setting will have regard to the **Special Educational Needs and Disabilities Code of Practice (2015)** when carrying out its duties toward all children with SEND.

The SENCO

The SENCO will have responsibility for:

- ensuring to liaise with parents and other professionals in respect of children with SEND.
- advising and supporting other practitioners in the setting.
- ensuring that appropriate Individual Education Plans/Play plans are in place.
- ensuring that relevant background information about individual children with SEND is collected, recorded and updated.

The SENCO will take the lead in further assessment of the child's strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and reviewing the action taken. The SENCO will also ensure that appropriate records are kept including a record of children receiving SEND support and those with Education Health Care plans. The practitioner usually responsible for the child will remain responsible and work with the child daily and for planning and delivering an individualised programme. There will be regular children's progress discussions in team meetings. The SENCO will have regular discussions with key workers to develop learning strategies for individual children.

We aim to:

- ensure equality of opportunity for children in all areas.
- ensure that individual strengths are recognised, and all children achieve their potential.
- ensure that all staff are aware of the systems and procedures in place within the setting in order that all children can make progress.
- use assessment procedures to track the progress of children and identify strengths and weaknesses amongst the following groups:
 - disadvantaged pupils (Pupil Premium)
 - ethnic groups.
 - children who need support to learn English as an additional language.
 - children with special educational needs.
 - children with disabilities or medical needs
 - children who are at risk of disaffection or exclusion.

All children share a common entitlement to a broad and balanced curriculum, which meets their social and learning needs. We recognise that it is our responsibility to meet the needs of all children and ensure that all children:

- feel secure and know that their contributions are valued.
- appreciate and value the differences they see in others.

- experience success.
- use materials that reflect a range of social and cultural backgrounds, without stereotyping.
- have challenging targets that enable them to succeed.
- participate fully, regardless of disabilities or medical need