

Inclusion

Our Setting is committed to promoting inclusion and challenge discrimination by providing a calm, caring environment where children are valued, celebrated and feel that they can take responsibility for their own learning. Where each individual feels respected and valued, including adults and for each child to become a cooperative, friendly, happy, enthusiastic, and willing collaborative member of the nursery.

The setting will endeavour to achieve this by ensuring that:

- Staff value children of different abilities and support inclusion
- Flexibility to find the best approach to support each child
- Learning styles and organisation are flexible to ensure effective learning
- Appropriate links with other relevant settings to ensure continuity of care and the best provision for the child involved
- Site is accessible to wheelchair users
- Good lighting, flooring, carpet areas (quiet areas) for the children
- Canvas parent, carer and children's views
- Conduct regular observations and self analysis to reflect on settings accessibility

The setting will ensure arrangements are provided for access to teaching and learning and the curriculum by:

- Ensuring all children have access to a broad based and balanced curriculum, flexible enough to meet every child's needs, no exclusion to an activity
- Learning opportunities are absorbing, regarding and differentiated and teaching styles are diverse
- Staff to work with a mixture of 1:1 support, group and other peer support and collaborative learning
- Differentiation takes a variety of planning, activities are adapted where appropriate
- Children with sensory, mobility or a specific learning difficulty will access the curriculum through specialist resources where appropriate
- Extra curricular activities are barrier free and do not exclude children
- To use a range of assessment procedures to ensure children with additional needs are able to demonstrate their achievements appropriately

Admission arrangements

- Criteria for children with additional educational needs is exactly the same for children with no additional needs providing the funding to achieve this can be accessed
- Families of identified children, prior to joining may need to be contacted and special arrangements made to best suit the individual needs

Incorporating disability issues into the curriculum

- Resources are regularly reviewed to ensure that they reflect the backgrounds, ethnic diversity, living with SEN, disabilities within the curriculum
- Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the nursery
- Bi-lingual books are accessed to ensure the whole community is valued and feels included
- Derogatory name calling relating to special needs, disability, ethnic background will be dealt with seriously under the Anti-Bullying policy

Listening to disabled children and those identified with additional needs

- Inclusion of all children, we have circle time where all children participate
- Staff have on-going training opportunities relating to communication

Disability, equality and trips / out of nursery

- We make all trips inclusive by planning in advance and using accessible places

The above is used in conjunction with the policies below and others as shown:

Equal opportunities policy, Special Educational Needs (SEN), Behaviour management and Parental involvement policy