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Luton, Bedfordshire
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INCLUSION POLICY

At Training Depot Day Nursery we provide an environment in which all children, including those with special educational needs are supported to reach their full potential. We believe in achievement, ambition and progress for all children. There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

TDDN has a fixed ramp on a side entrance leading into the Cubs room which allows wheelchair access to the Nursery and can be used appropriately and where possible to meet any other physical needs.

All staff regard the children as equal and valued members of the Nursery. Wherever possible the views of the children will be taken into account.

Children with Special Education Needs and additional needs will have full access to a broad and balanced curriculum appropriate to the Early Years Foundation Stage. All children will have the opportunity to develop to their full potential alongside and with other children in the Nursery setting. Activities will be adapted to meet the children's individual needs and abilities.

We undertake a rigorous system of monitoring children's progress, supporting educational achievement and child development by removing barriers to learning and using a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

The individual needs of all the children will be met including children who are disabled or have special educational needs, they will all be valued and supported and reasonable adjustments will be made. The Inclusion Co-ordinators at Training Depot Day Nursery is Mrs Sandhya and Miss Shanique. Mrs Sandhya is also a trained Portage Practitioner (small steps to learning).

We review, monitor and evaluate the effectiveness of the Nursery's inclusive practices that promote and value diversity and difference, through meetings in-house as well as meetings with parents and our SEN advisor from the local Special Educational Needs and disability (SEND).

Inappropriate attitudes and practices will be challenged and the Nursery will encourage children to value and respect others. We aim to work within the guidelines for Special Education Needs set in the Code of Practice.

Every child has an allocated keyworker. The keyworker works closely with the Inclusion Co-ordinator and the parents. The progress of all children is monitored through observation, activities and free play, all progress and achievements made will be entered in the child's individual records on a regular basis by their keyworkers

When a member of staff has any concerns with a child's progress in their keyworker group, they will discuss the issues with the Nursery Inclusion Co-ordinator. Each child with a Special Education Need or additional need is identified and staff will be made aware of the child's needs.

The Inclusion Co-ordinator and the keyworker will discuss with the parents the area of concern the keyworker has highlighted. Parents have a vital role to play in supporting their child / children's education and progress. The Inclusion Co-ordinator and keyworker will complete a set of Observations in each area of concern. The local Early Years SEND Development Profile will be completed which show how the child is achieving according to their chronological age in all areas of development. We work closely with children and their parents/carers to build strong partnerships, along with outside agencies such as SEN advisers, speech and language therapists and Edwin Lobo centre.

A meeting will be arranged with the parents, key worker, inclusion coordinator and the local SEN adviser, to ensure a strong partnership is achieved from the beginning, to discuss the child's and family's needs. We work closely with the local SEN advisors to ensure strategies put into place are meeting the needs of the individual child. At all times we ensure the parent / carer is informed about what is happening and if other professionals are coming to the setting to see the child.

The Individual Education Plan (IEP) as well as portage plans and activity charts will be written and will be implemented by staff on a daily basis. Parents are included in this process and will be given a copy of the set Individual Education Plan and portage plan. The parents can support the IEP and portage plan at home by implementing it at home. Home visits are organised if parents need help or advice at home.

The Individual Education Plan will be reviewed every 6 weeks in a meeting with the parents, and the key worker. The Nursery Inclusion Co-ordinator and the SEN advisor will be present at some of these reviews.

At this time a new Individual Education Plan will be set in accordance with the progress the child has made on the previous Individual Education Plan.

We have a team of practitioners who speak a number of languages, who are able to communicate with parents whose first language is not English.

We have an open door policy and encourage parents to discuss their child's development with us. We also provide opportunities for parents by holding parents evening twice a year, Family breakfasts, open days, inviting outside agencies to advise and support parents e.g. speech and language therapist, Educational psychology. We email parents to ensure they are aware of what activities are taking place within the setting. We also advise of parents support group meetings that take place.

If the child is in need of one to one support, this will be discussed with the parents by the inclusion coordinator and the SEN advisor. An application will be made to the Early Year Panel, who will advise the setting on the funding available for the child. If funding is granted this will be used to ensure the child receives one to one support with the allocated funding as well as home visits, meetings, planning for the individual child.

If there is a behavioural concern raised, the Nursery Inclusion Co-ordinator and keyworker will meet with the parents and a Behaviour Plan will be put into place and discussed with the parents. If the strategy put in place is working then it will continue. If the strategy is not working and the child is struggling advice will be sort from our local SEN Advisor. (See behaviour policy).

The Nursery Inclusion Co-ordinator or the SEN Advisors will arrange a visit from other outside professionals if necessary or refer the child to other relevant outside agencies where necessary.

Parents will be advised to visit a number of resourced nurseries to ensure the parents are fully aware of the support available to their child. A Transition meeting will take place with the child's next setting, to ensure all records of the child are transferred and any issues are discussed before the child moves to the new setting/school. The Nursery Inclusion Coordinator, the SEN advisor, the parents, the Inclusion Officer for the new setting and the new teacher will be present in this meeting. Any other relevant outside agencies will be present if needed. At this meeting, sessions will be booked for the child to have a number of supported settling in sessions in the new setting with the Nursery keyworker or Nursery inclusion coordinator present with the child.

If there are any concerns or complaints about the Special Education Need or any additional need provisions provided at Training Depot Day Nursery, these should be addressed to the Owner, Miss Helena Sweet; Miss Salma Bibi; Mrs Sandhya Godhania; Miss Shanique Gonsalves. Every effort will be made to resolve any issue raised as quickly as possible.

Complaints will be recorded in our Complaints Record along with details of any investigation undertaken and the conclusion that was reached.

Reviewed in Aug 23
by Mrs Sandhya Godhania