

London Borough of Waltham Forest

Inclusion policy including SEND and equality of opportunities

Early Years, Childcare & Business Development Service

LBWF Early Years, Childcare & Business Development Service have written this document to help you write an inclusion policy for your setting. This document is for reference only and you must adapt it to reflect the service your setting offers. To download guidance on other policies and procedures go to <https://thehub.walthamforest.gov.uk/>

There are regulations and statutory guidance relating to equality, young disabled children, young children with SEN and young children with medical conditions in early years settings.

These include:

[Statutory framework for the early years foundation stage \(2017\)](#)

[The Equality Act \(2010\)](#)

[The Children and Families Act – Part 3 \(2014\)](#)

[Special Educational Needs and Disability Code of Practice: 0-25 years \(2015\)](#)

For more information, click on the name of the document to read the legislation or for a brief overview regarding each of these visit [The Hub - SEND and Equality Legislation](#).

This policy must include information about how you value and acknowledge children`s individuality and how you provide for the individual needs of **all** children, promoting and valuing diversity and differences. It is important that children learn to feel good about themselves and value and respect others.

Inclusion

When outlining policies and procedures regarding inclusion consider:

- Do you have regard for the Equality Act 2010 and the requirements for making reasonable adjustments to your premises to make sure they are accessible to all?
- Do you provide quality and consistency in your setting so that every child makes good progress and no child gets left behind?
- Do you share progress and possible concerns with parents from the start?
- Do you talk with parents/carers about their child`s routines, likes and dislikes as well as any other professionals involved with the child to form a detailed picture?
- Do you differentiate activities and your environment so that all children can take part? How do you incorporate inclusion in the daily planning in your setting?
- Do you make sure there are suitable resources if needed [including staff]?
- How do you support bilingual families and ensure inclusion for all groups? Do you always give information verbally as well as in written form and do you translate materials?
- Do you meet the safeguarding and welfare requirements as outlined by Waltham Forest and the EYFS, in place to keep children safe and promote their welfare?
- Do you make suitable arrangements for outings?
- Do you encourage children`s confidence and independence and support for a child`s overall wellbeing?
- Do you look at ways in which other children`s awareness might be raised? For example, positive images of disability, gender and additional languages in books and toys
- How do you work with and involve parents to appropriately support their children and encourage them to contribute to their child`s learning at home? Who oversees the child`s learning and development?
- How do you take reasonable steps to provide opportunities for children to develop their home language in play and learning and support their language at home, valuing linguistic diversity?
- How do you ensure your policies and information are communicated and understood by parents?
- How do you make sure that all staff are aware of each individual child`s needs and stage of development and use this to inform and plan for that child`s learning and development?
- How do you allow for consistency and continuity of care and let children build relationships? E.g. Keyperson
- How do you deploy staff and/or adapt adult to child ratios to meet the needs of all children?
- How do you provide information in clear, concise language, whether in spoken or written form and in as many languages as possible?
- How do you make sure there is equal access (admission) to your setting, irrespective of SEND?
- How do you make sure staff are kept up-to-date with training, information, current legislation and understand about safeguarding, child protection procedures and other information in policies?
- How do staff and volunteers deal sensitively with toileting, changing, feeding, and administering medicines and occasions where facilities are used off-premises to ensure the privacy of children, including trips out?

- How do you accommodate and celebrate individual children`s needs and customs?
- How do you maintain confidentiality at all times? Do you have confidentiality procedures or a policy in place?
- How do you use the 2 year check to take possible action to support children with additional needs?
- Do you have arrangements for reviewing, monitoring and evaluating the effectiveness of your inclusive practice? How do you support transitions to other settings? Do you have appropriate paperwork to support this?
- Do you have information about how inappropriate attitudes and practices, including among members of staff, will be challenged? Do you have disciplinary procedures in place?

Special Educational Needs and Disability (SEND)

This section of your policy will need to be specific to SEND and in addition to the equality of opportunity section.

When outlining policies and procedures regarding SEND consider:

- You **MUST** have a named special educational needs coordinator (SENCO)
- Do you have regard for the SEND Code of Practice?
- How do you use early identification and the graduated approach ([Assess, Plan, Do, Review](#)) identify and record a child`s SEND needs? How do you involve parents in this process?
- How do you make sure that there is specialist equipment if needed?
- Have you adapted your settings environment to suit different SEND needs? (mobility, quiet area, sensory, visual timetables etc.)
- Do you have members of staff with extra responsibilities, skills or qualifications? E.g. Makaton or Early Language.
- Do you have a behaviour lead, equal opportunities coordinator, SENCO and a deputy SENCO?
- If a child has identified needs, does their key person oversee all the support the child receives and discuss concerns and targets/support strategies with parents? How often will this happen?
- How do you work with other agencies to appropriately support children with special educational needs? Who could you work with?
- If you employ additional staff, do they have a different job description? What are the basic differences in roles?
- How do you allocate budget to support children with SEND? Do you sometimes receive extra funding (EYPP, DAF, SENIF) to support additional needs?
- How do you make sure you do not discriminate against a child with a disability or refuse a child entry to your setting because of any disability?
- How do you monitor, and observe children to identify areas of concern?
- How do staff and key persons maintain records on children with SEND or children they have concerns about? How do you gather information from outside professionals such as support from the Local Authority of educational and health professionals?
- How do you consult with children with SEND on how you can meet their needs? Is this age appropriate? Do you involve parents and carers?
- What are the roles and responsibilities of staff in your setting (and outside the setting) in relation to SEND? How do you make sure parents are aware of these staffing arrangements?
- Do you provide information to parents about who they can contact if they have concerns about their child? E.g. SENCO or referrals to other agencies
- Do you signpost parents/carers to further support available from the local offer? (children and family centres, stay2play etc.)
- Do your staff access a range of training resources and sessions regarding SEND? How do you make sure staff are kept up-to-date with training, information, current legislation and understand about safeguarding, child protection procedures and other information in policies?
- Do you have a transition procedure for children with SEND? How do you support transitions to other settings? Do you have appropriate paperwork to support this?
- Do you have arrangements for reviewing, monitoring and evaluating the effectiveness of your SEND practice?

Points to consider from the parent/carer's point of view:

How does the setting know if children need extra help and what should I do if I think my child may have special educational needs?

How do you identify children with special educational needs? How will I be able to raise any concerns I may have?

How will the setting support my child?

Who will be working with my child and how often? What will be their roles? Who will explain this to me? How the setting's governors or trustees involved and what are their responsibilities? How does the setting know how effective its arrangements its provision for children with special educational needs are?

How will the EYFS be matched to my child's needs?

What are the setting's approaches to differentiation? How will that help my child?

How will both you and I know how my child is doing and how will you help me to support my child's learning?

In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff? How does the setting know how well my child is doing? How will I know what progress my child/ should be making? What opportunities will there be for regular contact about things that have happened at setting e.g. a home school book? How will you explain to me how his or her learning is planned and how I can help support this outside of the setting? How and when will I be involved in planning my child's education? Do you offer any parent training or learning events?

What support will there be for my child's overall wellbeing?

What is the pastoral, medical and social support available in the setting for children with SEND? How does the setting manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child be able to contribute his or her views? How will the setting support my child to do this?

What specialist services and expertise are available at or accessed by the setting?

Are there specialist staff working at the setting and what are their qualifications? What other services does the setting access including health, therapy and social care services.

What training are the staff supporting children and young people with SEND had or are having?

This should include recent and future planned training and disability awareness.

How will my child/ be included in activities outside the setting including trips?

Will he or she be able to access all of the activities of the setting and how will you assist him or her to do so? How do you involve parent/carers in planning activities and trips?

How accessible is the setting environment?

Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? How does the setting communicate with parent/carers whose first language is not English? How will equipment and facilities to support children and young people with special educational needs be secured?

How will the setting prepare and support my child to join the setting and eventually transition to school?

What preparation will there be for both the setting and my child before he or she joins the setting? How will he or she be prepared to move onto the next stage? What information will be provided to his or her future school? How will you support the school to prepare for my child?

How are the setting's resources and funding allocated and matched to children's special educational needs?

How is the setting's special educational needs budget allocated? How does the setting apply for more funding if necessary? How is the decision made about what type and how much support my child/young person will receive? Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved? How does the setting judge whether the support has had an impact?

How are parents involved in the setting? How can I be involved?

Describe the setting's approach to involving parents in decision making and day to day school life including for their own child or young person.

Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child/? Who else has a role in my child's education? Who can I talk to if I am worried? Who should I contact if I am considering whether child should join the setting? Who is the SEN Coordinator (SENCO) and how can I contact them? What other support services are there who might help me and provide me with information and advice?