

Inclusion – Accessibility and Special Educational Needs and Disabilities

Little Pippins is aware that some children have specific needs that may require particular support and assistance. We are committed to taking appropriate action to make sure that all children are able to access our services, made to feel welcome, and that our activities promote their welfare and development.

Little Pippins is committed to the inclusion of all children in its care. We also believe that disabled children have a right to play, learn and be able to develop to their full potential alongside non-disabled children. We will work towards removing barriers so that disabled children feel safe and are equally included in the same facilities, activities and play opportunities as their peers. We provide an environment in which all children with special educational needs and disabilities (SEND) are supported to reach their full potential.

The policies, procedures and practices of Little Pippins have regard for the Special Educational Needs and Disability Code of Practice (2014).

Little Pippins believes that by identifying individual needs and working with parents/carers and other statutory professionals or agencies, we will make reasonable adjustments to ensure that disabled children should be able to play a full, active and equal part in our activities.

We have in place a clear approach for identifying, responding to, and meeting children's SEND

We support and involve parents by actively listening to and acting on their wishes and concerns.

We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.

We regularly monitor and review our policies, practice and provision and, if necessary, make adjustments.

We will carry out an access audit to establish if the setting / environment is accessible to all visitors, children and adults that visit the setting. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.

SEND Co-ordinator

The Management Committee will appoint a member of staff as the Co-ordinator with overall responsibility for promoting the inclusion of all children in the provision regardless of particular needs. We give her name to parents. The Co-ordinator will be trained in inclusion in its broadest sense. (see related policies).

Our SENDCO is: Sam Abbott

All members of staff will be expected to support the SEND Co-ordinator in working with disabled children and children with SEND.

The SEND Co-ordinator's responsibilities will include:

- Working alongside the Manager to ensure that all staff are aware of the legislation, regulations and other guidance on working with disabled children and children with SEND.
- Working with the Management Committee to ensure that staff have appropriate skills and SEND training to provide resources (human and financial) to implement our Inclusion Policy
- Ensuring that the provision for children with SEND is the responsibility of all members of the setting.
- Supporting staff to ensure that all staff are aware of our Inclusion policies and the procedures for identifying, assessing and making provision for children with SEND.
- Assessing each child's specific needs and adapting the Pre-School's facilities, procedures, practices and activities as appropriate.
- Ensuring that systems are in place to adequately plan, implement, monitor, and evaluate the Inclusion Policy.
- Providing a broad balanced and differentiated curriculum for all children.
- Applying SEND support to ensure early identification of children with SEND.
- Using the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- Ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision-making processes.
- Liaising with other professionals and agencies, seeking advice, support and training for themselves and other staff as necessary to meet the needs of the children attending and help to improve outcomes for children with SEND.
- Having systems in place for referring children for further assessment e.g., Early Help Assessment, Team Around the Family and Education, Health and Care Needs Assessment (EHCNA) assessment.
- Providing resources (human and financial) to implement our Accessibility and Special Educational Needs Policy.
- Ensuring the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff meetings, parental

and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

- Ensuring that all children are treated with equal concern and respect and are encouraged to take part in all activities.
- Ensuring the privacy of disabled children when personal care is being provided.
- Making the environment welcoming to all children and young people by displaying pictures and having resources that reflect disabled people's lives as part of the whole community.
- Supporting staff to use positive language and explaining why terminology is used. The terms "disabled children" and "non-disabled" are used rather than "special needs" and "normal" or "able-bodied".
- Addressing discriminatory language or behaviour in a sensitive manner with any adults or children/young people involved.
- Providing parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- Raising awareness of our special education provision via our website and/or promotional materials

This policy was adopted at a meeting of Little Pippins Management Committee

Held on 15th March 2021

Signed on behalf of the Management Committee *Kieran Dee*

Role of signatory: Chair

Review date: March 2022

Related Policies

Equality and Diversity
Inclusion – Personal Care