

Safeguarding and Welfare Requirements: Welfare	
Policy Name:	Inclusion/SEN Policy
Policy Creation Date:	January 2019
Last review:	May 2022
Next review:	May 2023
Owner:	Children Service Manager
Related Policies and Procedures:	Behaviour Management Policy and Procedure Anti-bullying P&P Child Protection P&P English as an Additional Language Policy Admission Policy

Policy Statement:

At The Rainbow Centre we believe every child with a neurological condition has a fundamental right to be cared for in a loving environment and educated by being given the opportunity to achieve and maintain their learning at the highest level possible. Every child has unique characteristics, interests, abilities and learning needs and through a holistic approach to learning we endeavour to meet them. We believe every child has a right to education, learning and play. We consider all children with neurological conditions, and their families, should feel welcome and should have an equal chance to benefit from our service. We are committed to providing all of our children every opportunity to achieve the highest of standards including those with diverse needs.

We offer a broad, balanced curriculum combined with conductive education which is accessible to all children and ensures that they are fully included. We plan our curriculum to extend our children’s knowledge and experience of other cultures, language and celebrations. We ensure that our curriculum reflects the diversity of our society, and not just our group, and seek to combat all forms of discrimination

We understand that Inclusion is meant in the widest sense. It incorporates children and young people as well as the rights of parents/carers, students and all staff. It also includes those with English as an additional language and Children in Public Care (looked after children). Those with specific medical needs; suffering from low self-esteem; or experiencing mental health difficulties are also included. It also incorporates the rights of the child and equal opportunities, as well as any other groups at risk of exclusion or social exclusion.

Definition of Inclusion:

Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging.

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age.
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for by others of the same age in mainstream schools. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Policy Aims

- We include all children who may benefit from Conductive Education in our provision.
- We have regard for the DfE's Special Educational Needs Code of Practice and the five outcomes of Every Child Matters.
- This policy is in line with the SEND Code of Practice: 0-25 years (2015), the Equality Act 2010 and Part 3 of the Children and Families Act 2014.
- We provide staff with training to help support parents and children.
- We identify the specific needs of children and meet those needs through our Conductive Education programme.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.
- We respond to individual and diverse learning needs of every child.
- We provide suitable challenges and overcome potential barriers in order to meet the abilities of every child.
- We celebrate individuality and positively incorporate this within the centre.
- We treat every child individually, with respect and kindness, where we will celebrate and value achievements in an environment that promotes choice and independence.
- We strive to make all children, families, staff and visitors feel included and valued in order to promote confidence and self-esteem in a positive environment.
- We acknowledge the skills that are brought into the Centre and celebrate these successes by encouraging them to be shared with others.
- We recognise the contributions of all children, their families and staff.
- We promote diversity within the Centre by positively incorporating all groups from society.
- All staff play a role in promoting equality and diversity.

The name of the person who is responsible for co-ordinating the day to day provision of education for children with special educational needs at the Centre:

Eniko Kocsis

Methods

- Eniko Kocsis is our designated member of staff to be the SENCo. We ensure that the provision for children is the responsibility of all members of the Rainbow Centre.
- We ensure that our physical environment is suitable for children.
- We work closely with parents of children to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children and their families including transfer arrangements to other settings and schools.

- We use the graduated response system (continuous observation, information sharing between other staff, parents and other professionals) for identifying, assessing and responding to children's special educational needs.
- SEN support should arise from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:
 - Assess
 - Plan
 - Do
 - Review
- We provide a broad and balanced curriculum for all children ensuring that it is differentiated to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual Next Steps (IEP's).
- We ensure that children are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review.
- We raise awareness of people's feelings and challenge behaviour that offends, through providing positive role models.
- We endeavour to meet all the needs of every individual. We will involve outside agencies where we feel it will benefit the child.
- The Early Years Foundation Stage (STATUTORY FRAMEWORK FOR THE EARLY YEARS FOUNDATION STAGE) sets the standards for Development, Learning and Care for children from birth to five years, for all practitioners.
- We aim to make sure that children and families feel included, safe and valued; that all children and adults are treated as individuals and are not discriminated against; and that all children are listened to and respected
- We focus on providing a range of stimulating, challenging and differentiated activities allowing every child to achieve their full potential, promoting confidence, self-esteem and achievement
- We aim to offer an inclusive environment for all children with neurological conditions and their families.

Key people

- Key people are responsible for including and supporting the children at the Centre in line with this policy.
- Key people are responsible for providing appropriate differentiation and access to the STATUTORY FRAMEWORK FOR THE EARLY YEARS FOUNDATION STAGE for all children. They can draw on the SENCo for advice on assessment and strategies to support inclusion.

Working with parents

- The Rainbow Centre is accessible to all parents and carers, so they are incorporated and consulted about their child's needs and developments throughout their time in the centre
- Through discussion, parents learn about the child's routines, likes and dislikes so we can incorporate familiarities to ensure the child feels confident within the nursery
- We listen and respect parents' and carers' views and wishes regarding their child's development.
- We work together to ensure the child achieves their maximum potential.
- We aim to provide information in a manner of ways to accommodate all parents' and carers' needs

- We offer assessments of children's needs which assist us in planning ways forward for individual children, which may include the involvement of outside agencies

Agencies

- Hearing and Visual Support Services
- Teachers for the Physically Disabled
- Speech and Language Therapy
- Ethnic Minority Achievement Services
- Portage
- Health Visitors
- Physiotherapy
- Occupational therapy
- Outreach Worker

Related guidance and law:

- Equality Act 2010
- Equalities Act 2006 relating to Gender Equality.
- Disability Discrimination Act 2005.
- The Employment Equality (Sexual Orientation) Regulations (2003)
- The Sexual Orientation Regulations (2007)
- The Employment Equality (Age) Regulations (2006)
- Employment Equality (Religious Belief) Regulations (2003)