



## Special Educational Needs and Disability Inclusion Policy

It is the aim of Stepping Stones to provide an inclusive practice and make placements available ensuring there is no discrimination, to promote equality and to be welcoming to all members of the community. Action will be taken to remove barriers to participation and learning for all children in our care. Inclusion is a right for all children and we ensure that all children at Stepping Stones:

- Have an equal chance to learn and develop
- Participate equally in learning opportunities
- Are given the opportunity to communicate in their preferred format
- Have their individual needs known and met
- Feel safe, secure and know they belong
- Are valued as a unique individual
- Feel strong and confident about their identity

### Our Procedures are:

We follow the Special Educational Needs Code of Practice on the identification, Assessment and Provision in Early Years Education Settings and agree to:

- Have a named practitioner as lead professional in the role of SENCo (Special Education Needs Coordinator). At Stepping Stones, **we have two SENCo's : Charlotte Meanwell and Nives Zonouzi**
- Make individual records regarding children's strengths, weaknesses and areas of concern
- Provide 'Early Years Action' to make Individual Education Plans (IEP) which plan differentiating or additional strategies in the curriculum to meet the child's specific needs, in consultation with parents/carers and the setting SENCo
- Provide 'Early Years Action Plus' to involve outside agencies and professionals for guidance and support to meet the child's needs within the setting
- Where a child has been identified as having a disability or special educational need before joining Stepping Stones, preparation will be planned between the SENCo and the parent/carers. Detailed discussion with parents/carers take place to ensure that the Pre-School is aware of the child's specific needs, these will be recorded and any specialist requirements can be arranged in advance of the child starting at the Pre-School.
- We recognise that children develop at different ages and stages. Regular observations of **ALL** children's progress and development will be made to create plans to facilitate children's interests, learning and progression throughout their time at Stepping Stones.
- The Two Year old Check is completed with parents and health visitors. If any concerns arise during a child's time at Stepping Stones, an initial discussion between the child's Key Person and their parents/carers will suggest the next steps to take. Equally, if parents/carers have any concerns regarding their child's

development and progress, they are can speak to their child's key person or the SENCo.

- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We will liaise with other external agencies to help improve outcomes for children for further assessment, for example, the implementation of Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- We ensure that all our staff are aware of our Special Educational Needs and Inclusion Policy. Where appropriate, provide in-house training for parents, practitioners and volunteers.
- It is a requirement that the SENCo attends initial Special Educational Needs Coordinators training provided by the local authority, and to continue their professional development by attending SENCo Network meetings three times per year, and also to attend other relevant training workshops.
- Regard is given to the Disability Discrimination Act 1995 which makes it illegal to discriminate against someone on the grounds of ability or disability (see further guidance below).

### **Further guidance**

- Early Years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)
- At Stepping Stones Pre-School we recognise our responsibilities under the Race Relations Act, The Sex Discriminations Act and the Disability Discrimination Act to eliminate discrimination and to promote good relations between children, staff, parents and the local community. The promotion of equal opportunities is the responsibility of the whole Pre-School and must be reflected throughout the organisation of the Pre-School. It is addressed in the curriculum and in areas beyond the curriculum.

### **Further Reading:**

“Every Child Matters Outcome”: Helping children make a positive contribution to the provision and the wider community.

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This policy was adopted by	Stepping Stones Pre-School	<i>(name of provider)</i>
On	<u>16<sup>th</sup> November 2015</u>	<i>(date)</i>
Date to be reviewed	<u>16<sup>th</sup> November 2016</u>	<i>(date)</i>