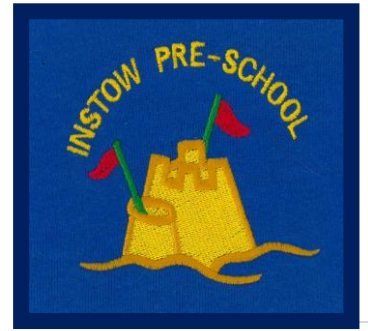


Instow Community Primary and Pre-School Inclusion/ SEND Policy



The aim of the Pre-School is to treat all children and their respective families equally, attempting to approach all needs with the understanding required with the needs of the child as our first priority.

The Pre-School aims to provide an inclusive environment where the skills and abilities of each child are recognised and developed.

All children with additional needs will be admitted to the Pre-School on the same grounds as all other children.

We aim to ensure that children with SEND will be integrated within the main group each session, to give them access to a broad and balanced curriculum, unless their programme dictates otherwise.

We aim to ensure that children and adults will be included, valued and supported – please see Equal Opportunities Policy.

The Pre-School has regard to the most recent SEND Code of Practice and Discrimination Act. All staff to understand the above and to take any training and advice as is necessary.

We aim to provide a range of stimulating, fun and creative activities which are age and ability appropriate and in line with the Foundation Stage Curriculum guidance.

The staff recognise that they have a responsibility to identify the children's needs and intervene with appropriate support as soon as possible.

If the staff think that a child needs support with their speech, language and communication skills, it is not unusual for the SENDCo to ask the parent to consider taking their child for an audiology test.

We aim to work in partnership with all involved in the child's upbringing and to actively seek the views of children and families and to value their contribution. The knowledge and views of the parents and carers, being the main educators of their children, is a vital and effective assessment, and provision will be at its best when there is a good partnership between parents/carers, Pre-School and the School SENDCo, plus other agencies e.g. Health Visitors, Educational Psychologist, Early Years Consultant, Speech and Language Therapists.

We aim to recognise the rights of the child and also the welfare of the child. We will meet with parents and agencies involved on a regular basis to address the child's needs.

We aim to be aware that additional needs can involve many different needs e.g. a gifted child, minority groups and others who may be discriminated against.

We aim to encourage all children and adults to have a positive self-image.

We challenge unacceptable language and actions or beliefs that may be prejudicial or exclusive to others.

The Additional Needs Co-ordinator is Sharon Goodwin.

The SENDCo will ensure that the SEND/INCLUSION Policy is discussed annually and adjustments made where necessary, ensuring that the policy is effective and workable.

The role of the SENDCo involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- liaising with professionals or agencies beyond the setting

Confidentiality will be upheld at all times unless it is a question of child protection, where an agency is called into Pre-School.

Policy reviewed June 2025

Signature of Chair of Governors

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The policy will be reviewed June 2027