

Inclusion Policy

Rationale – or why we do it

Here at Grosvenor Nursery School we want all of our children to have the best possible learning opportunities and experiences. We welcome and actively promote inclusive practices and diversity within our setting.

Aims

Our aim is to make our nursery accessible to all families who wish to use it. We have due regard to the ‘Special Educational Needs and Disability Code of Practice 2015 0

Curriculum

Within our nursery we endeavour to provide an inclusive environment (indoors and outdoors) and curriculum that enables all children to fully participate in the activities and experiences on offer.

Provision and Planning

We work in close partnership with parents and other agencies, where appropriate, to support individual children’s learning. We aim to provide effective support to meet every child’s needs.

Our Head teacher and Special Educational Needs Coordinator (SENCO) are responsible for the implementation and annual review of our inclusion policy. They ensure that all staff, practitioners, students and parents are aware of the policy and we welcome discussion about individual children or any other matters arising from the policy.

It is, however, the responsibility of all the practitioners to plan for, work with and support all children whatever their needs.

Monitoring and Assessment

- Through our record-keeping, tracking data and comprehensive system of regular observations we are able to recognise any additional needs a child may have. This could take the form of SEND or a child may be gifted and talented.
- We always in the first instance discuss any concerns with parents and together plan an appropriate plan of action and support. This will be regularly monitored by our SENCO and Key Workers.

Differentiation and Equal Opportunities

- Children who have an identified additional need or joining the nursery will be welcomed and celebrated in the same way as all of our other children. A settling-in plan will be devised and discussed with parents and practitioners. Suitable levels of support will be offered and input and advice from other agencies will be sought. The SENCO will take responsibility for co-ordinating this – working very closely with parents.
- Staff will also plan differentiated tasks for individuals and groups on the basis of need and understanding. All children will have access to the above regardless of their race, gender, ethnic origin or ability.