



EXWICK ARK INCLUSION POLICY

Policy Statement

At Exwick Ark, we are committed to creating an inclusive, welcoming and supportive environment in which every child is valued, respected and enabled to achieve their full potential. We recognise that each child is unique and we celebrate diversity in all its forms. We believe that high-quality inclusive practice benefits all children and families. We are committed to identifying and removing barriers to participation, learning and development and to ensuring equitable access to opportunities, resources and support.

This policy reflects the requirements of the Equality Act 2010, the Early Years Foundation Stage (EYFS) Framework and the Special Educational Needs and Disability (SEND) Code of Practice: 0–25 Years.

Policy Aims

The aims of this policy are to ensure that:

- All children and their families feel welcome, included, safe and valued within our setting.
- Children are not disadvantaged on the grounds of disability, special educational needs, gender, ethnicity, culture, religion, language, social background, family circumstances or sexual orientation.
- Every child has equal access to the opportunities, services and experiences offered within our setting.
- Children's views and those of their families are listened to and considered in decision-making.
- Children's needs are identified and supported at the earliest possible stage.
- High-quality, inclusive provision is available to all children.
- Barriers to learning, participation and development are identified and removed wherever possible.
- Effective partnerships are established with parents, carers and external agencies.
- We meet all statutory requirements relating to SEND, safeguarding, welfare, learning and development.
- Equality, diversity and inclusion are actively promoted throughout the setting.



Legal Framework

This policy operates in accordance with:

- The Equality Act 2010
- The Special Educational Needs and Disability (SEND) Code of Practice: 0–25 Years (2015)
- The Early Years Foundation Stage (EYFS) Statutory Framework
- Children and Families Act 2014
- Working Together to Safeguard Children

Equality Act 2010

We will not discriminate against, harass or victimise any child or family. We are committed to making reasonable adjustments, including the provision of auxiliary aids and services where appropriate, to ensure disabled children are not placed at a substantial disadvantage.

Early Years Foundation Stage (EYFS)

The EYFS requires providers to identify and support children with SEND, promote equality of opportunity and work in partnership with parents to monitor and support children's progress.

SEND Code of Practice (0–25 Years)

The SEND Code of Practice provides statutory guidance on identifying, assessing and meeting children's special educational needs through partnership working and a graduated approach to support.

Roles and Responsibilities

Special Educational Needs and Disabilities Co-ordinator (SENDCO)

Inclusion is the responsibility of all staff; however, the day-to-day coordination of SEND provision is led by our SENDCO.

SENDCO: _____

The SENDCO will:

- Work closely with parents and carers, ensuring they are fully involved in decision-making.
- Liaise with external professionals and agencies.



- Support staff in understanding their responsibilities for children with SEND.
- Ensure appropriate documentation and records are maintained.
- Maintain and update relevant information, including records held on Right for Children (R4C).
- Lead assessments of children's strengths and areas of need.
- Coordinate planning, intervention and support strategies.
- Monitor and review the effectiveness of provision.
- Promote equality and inclusion throughout the setting.
- Support arrangements for Looked After Children.
- Coordinate referrals to external agencies where appropriate.

Exwick Ark employs experienced and appropriately qualified staff who have received training in supporting children with SEND. Our SENDCO regularly attends training and professional development opportunities to ensure practice remains current and effective.

Admissions

All children are welcomed into our setting in accordance with our Admissions Policy. Information collected during the admissions process enables us to plan effectively for each child's needs and ensure they can participate fully in all aspects of nursery life. Children with disabilities or additional needs will not be treated less favourably. Where additional support or adjustments are required, staff will work collaboratively with parents and carers to identify and implement reasonable adjustments that enable the child to access our provision.

Partnership with Parents and Carers

We recognise parents and carers as children's first and most important educators. Their knowledge and understanding of their child are valued and respected.

We are committed to:

- Maintaining open and honest communication.
- Working in partnership with families to support children's development and wellbeing.
- Encouraging parents to contribute to assessments, reviews and planning processes.
- Sharing observations, assessments and progress information regularly.
- Including parents in developing and reviewing support plans.
- Information about support services, including Devon Information, Advice and Support (DIAS), is available to parents and carers when required.



Further information can be found at:

www.devonias.org.uk

Please also refer to our Confidentiality, Complaints and Parent Involvement Policies.

Parental Feedback and Consultation

At Exwick Ark, we recognise that parents and carers play a vital role in helping us evaluate and improve the quality of our provision. We are committed to maintaining open, honest and constructive communication and actively seek feedback from families to ensure our services meet the needs of all children and promote inclusive practice. We encourage parental feedback through a variety of methods, including:

- Daily informal conversations with staff at drop-off and collection times.
- Termly parent consultations and review meetings.
- Individual Education Plan (IEP) reviews.
- Questionnaires and surveys issued periodically throughout the year.
- Parent forums, workshops and information sessions where appropriate.
- Suggestions, compliments and concerns raised directly with staff or management.
- The setting's complaints procedure, where a parent wishes to make a formal complaint.

We value all feedback and use it to:

- Evaluate the effectiveness of our inclusive practices.
- Improve the quality of teaching, learning and care.
- Identify areas for development within the setting.
- Review policies, procedures and provision.
- Strengthen partnerships between home and the setting.
- Support the continuous improvement of outcomes for children and families.

Where feedback identifies concerns about a child's individual provision, these concerns will be discussed promptly with parents and, where appropriate, incorporated into planning, reviews and support strategies.

Parents and carers will be informed of any significant changes to policies, procedures or provision that may affect their child. We are committed to ensuring that families feel listened to, respected and actively involved in decisions that impact their child's learning, development and wellbeing. Feedback gathered from parents



and carers will contribute to the setting's self-evaluation process and inform ongoing quality improvement planning

Identification and Assessment of SEND

We recognise the importance of early identification and intervention. Children's development is monitored through:

- Ongoing observations.
- Assessment of progress within the EYFS framework.
- Termly monitoring of assessment data by the SENDCO.
- Regular discussions with parents and carers.
- The Key Person/Family Worker system.
- Two-year progress checks.
- Speech and language screening where appropriate.
- Transition documentation shared with schools.

Identifying Additional Needs

Where concerns arise regarding a child's progress, development or wellbeing, we will consider information gathered from:

- Practitioner observations.
- EYFS assessments.
- Parent and carer contributions.
- Professional reports and advice.
- Progress checks and developmental reviews.

We recognise that developmental delay does not automatically indicate SEND and that behaviour difficulties may arise from a range of factors. Where concerns exist, we will undertake further assessment to identify underlying needs and determine appropriate support.

Particular care is taken when assessing children who are learning English as an Additional Language (EAL) to distinguish between language acquisition and SEND. Where a child has significantly greater difficulty in learning than their peers, or a disability which requires additional provision, appropriate support will be planned and implemented.

Parents will always be informed when SEND provision is being made.

Areas of SEND Need

In accordance with the SEND Code of Practice, children's needs may fall within one or more of the following areas:



- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Graduated Approach

We follow the graduated approach of:

- Assess
 - Information is gathered from practitioners, parents, the child (where appropriate) and other professionals.
 - Where broader family or environmental factors may be contributing to difficulties, we may seek parental permission to complete an Early Help Assessment using the Right for Children (R4C) system.
- Plan
 - Appropriate outcomes, strategies and interventions are agreed with parents and relevant professionals.
- Do
 - Planned interventions and support strategies are implemented.
- Review
 - Progress is reviewed regularly with parents and support plans are amended as necessary.

This cycle is repeated to ensure provision remains responsive and effective.

Individual Education Plans (IEPs)

Where appropriate, Individual Education Plans (IEPs) will be developed to record:

- Identified needs
- Agreed outcomes
- Strategies and interventions
- Responsibilities
- Review dates
- IEPs are reviewed at least termly in partnership with parents and relevant professionals.

Educational Health and Care Needs Assessments

Where a child continues to experience significant difficulties despite targeted intervention and support, a request may be made for a statutory Education, Health and Care (EHC) Needs Assessment.



Any request will be supported by evidence demonstrating the interventions already undertaken and their impact.

SEND Funding

We will access available funding streams to support children with additional needs, including:

- Universal Inclusion Funding
- Targeted Inclusion Funding
- Individual Inclusion Funding (Band 1, 2 or 3)
- Disability Access Fund (DAF)
- Requests for Additional Resources through Early Help processes where appropriate

Funding is used to enhance access, support inclusion and meet identified needs.

Working with External Agencies

We are committed to collaborative working with external agencies and professionals. Parental consent will always be obtained before referrals are made or information is shared, except where safeguarding concerns require otherwise.

We work closely with:

- Devon Early Years Quality and Inclusion Partners (EYQIP)
- Early Years Sufficiency and Welfare Advisors (EYSWA)
- Health Visitors
- Speech and Language Therapists
- Educational Psychologists
- Specialist Teachers
- Occupational Therapists
- Complex Needs Teams
- Children's Social Care
- Children and Family Health Devon

Where specialist involvement is necessary, decisions will be made in partnership with parents and carers.

Facilities and Accessibility

We aim to provide equal access to our environment, curriculum and activities.

Reasonable adjustments will be made wherever possible to ensure children with disabilities or additional needs can participate fully in nursery life. Adjustments may include:

- Adaptations to the physical environment



- Specialist equipment
- Auxiliary aids and services
- Alternative methods of communication
- Changes to procedures and practices

All adjustments are considered in accordance with the practical constraints of our premises and available resources.

Staffing

We maintain staffing ratios that meet or exceed statutory requirements. Through our Key Person/Family Worker system:

- Every child has a designated member of staff.
- Children's individual needs are monitored and supported.
- Strong relationships are developed with families.
- Information is effectively shared between staff.
- Additional staff employed to support individual children are provided in addition to minimum statutory staffing requirements.

Staff Training

We are committed to the continuous professional development of all staff. Training opportunities include:

- SENDCO training and forums
- SEND-specific professional development
- Inclusion and equality training
- Safeguarding training
- Specialist training linked to individual children's needs

Learning from training is shared across the staff team to ensure consistent practice.

Curriculum

We provide an inclusive curriculum that enables all children to access learning and make progress. Activities are differentiated through:

- Teaching approaches
- Levels of support
- Resources provided
- Expected outcomes
- Grouping arrangements

Planning reflects children's interests, experiences and cultural backgrounds while broadening their understanding of the wider world.



Resources

We ensure resources:

- Reflect diversity and inclusion.
- Promote positive images of different cultures, families and abilities.
- Support all areas of learning and development.
- Are suitable for children's developmental stages.
- Specialist or adapted resources will be provided where reasonably possible to meet individual needs.

Learning Environment

Our environment is organised to:

- Promote independence and confidence.
- Support positive behaviour.
- Facilitate access for all children.
- Encourage exploration and learning.
- Both indoor and outdoor environments are used to support all areas of the curriculum.
- Risk assessments are undertaken regularly, and appropriate action is taken to minimise identified risks.
 - The Health and Safety Co-ordinator oversee the safety and suitability of the learning environment.

Transition to School

We work closely with local schools to ensure a smooth and positive transition.

Transition arrangements may include:

- Visits to receiving schools.
- Visits from school staff to the setting.
- Transition meetings.
- Sharing of records and transition documents.
- Additional visits for children requiring further support.

With parental consent, relevant information may be shared in advance with receiving schools and professionals to facilitate effective planning and continuity of support.

Record Keeping

Records relating to children's development, progress and support are maintained securely and confidentially.



Upon leaving the setting, parents will receive relevant records and transition information. Parents are encouraged to share this information with their child's new setting or school.

Information will only be shared with other professionals with parental consent, unless safeguarding concerns dictate otherwise.

Monitoring and Review

This policy will be reviewed annually, or sooner if required due to legislative changes, local authority guidance or changes within the setting. The SENDCO is responsible for:

- Monitoring the effectiveness of SEND provision.
- Evaluating inclusive practice.
- Reviewing support across the four broad areas of SEND.
- Developing and monitoring annual improvement plans.
- Updating the policy in line with current legislation and guidance.

This policy should be read alongside the Admissions, Equality and Diversity, Safeguarding, Complaints, Confidentiality, Parent Partnership and SEND Policies.