

## Inclusion policies

These policies include those relating to:

- Equal opportunities
- British values
- Children with special educational needs
- Children for whom English is an additional language
- Behaviour management

### Equal Opportunities Policy

- Every child and adult has the right to enjoy the freedoms and respect of their community without biased values, opinions and stereotypes.
- We will provide an inclusive environment that welcomes and respects adults and children from all ethnic, religious, cultural and family backgrounds.
- We understand that as individuals, children and adults alike all require some form of support. Both adults and children who are disabled or have special educational needs will be valued and treated with equal respect. Provision and reasonable adjustments will be made where ever possible for equality of opportunities within Bobtails.
- Learning materials and books will provide positive images of different cultural and ethnic backgrounds and of those with physical or learning difficulties. We will encourage children to develop self-esteem and to respect the differences of other people.
- We will respect everyone's right to pursue any interest regardless of sex, religion, nationality, language, culture or ability.
- Behavioural guidelines will be consistently applied to all adults and children
- We will take effective action to prevent inappropriate behaviour or harassment towards any child or adult in our school.
- Staff will attend relevant training to ensure that they keep up to date with requirements of all children, those with additional support needs and those with specific conditions and disabilities.

Bobtails is aware of its responsibilities as an employer and acts in accordance with

Equal pay act

Sex discrimination act

Employment equality regulations (sexual orientation)

Race relations act

Employment equality (religion or belief)

Disability discrimination act

- Bobtails recruitment practices and procedures will reflect an Equality of Opportunities Policy. We will ensure that the appointment of staff is based on training, aptitude, experience, professionalism and the ability to take part in all aspects of the routines and activities of the setting.
- All employees will be treated with dignity and respect. Bobtails will ensure that the setting is free from discrimination, harassment or victimisation on the grounds of Age, Marital status, Colour, Nationality, Disability, Race, Ethnic origin, Gender, Religion or belief or Sexual orientation.
- Bobtails maintains a system where individuals are treated on the basis of their merits and abilities. If an existing employee becomes disabled and this makes them unable to complete their duties we regret that it will not be possible to re-allocate duties. All positions require a degree of physical ability and the ability to respond to children's physical needs.
- Harassment of colleagues, visitors, parents or children is unacceptable in any form. Examples of unacceptable behaviour are:
  1. Verbal abuse or insulting behaviour
  2. Sexist or racist jokes
  3. Jokes about a person's sexual orientation, or physical or mental attributes
  4. The circulation or display of sexual or racist material
  5. Bullying or threatening behaviour
  6. The ridicule or exclusion of a colleague for cultural, religious, sexual orientation or on the grounds of disabilityThis list is not exhaustive and other behaviours may be considered harassment.

## British values policy

British Values are about promoting a tolerant, democratic society where freedom of speech lives comfortably alongside respect for all. The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2015 EYFS.

**Democracy: making decisions together.**

Managers and staff will encourage children to see their role in the bigger picture and encourage children to know that their views count, that they should value each others views and value and talk about their feelings. For example when they do or do not need help.

Managers and staff will demonstrate democracy in action by allowing children to share their views for instance on what theme they would like for the role play area. They can do this by a show of hands. Children will be supported in their decisions and offered activities that involve turn taking and sharing and cooperation. In our Montessori setting children are encourage to develop enquiring minds and their questions are valued and answered.

**Rule of Law: Understanding that rules matter.**

As part of our curriculum we will talk to children about our guidelines for behaviour in the classroom and encourage them to decide and implement their own rules for behaviour. Children will be encouraged to understand their own and others behaviour and that there are consequences to their actions and that they will be taught to distinguish between right and wrong. Children will be taught that rules apply to everyone.

**Individual Liberty: Freedom for All.**

Children are encouraged to develop a positive sense of themselves and independence and self-esteem. Their confidence in their own abilities will be nurtured and they will be encouraged to recount their experiences and learning. A range of experiences will be provided to ensure that children can explore feelings and the language of feelings. They will be taught that we can all have different opinions and that differences are to be respected.

**Mutual Respect and Tolerance: Treat others as you want to be treated.**

Bobtails will offer an inclusive and tolerant environment where views and faiths, cultures and races are valued and respected and children will learn that they are part of a wider community. Children will learn to be tolerant and to respect their own and the culture of others. They will be encouraged to identify similarities and differences between themselves, others, families, faiths, communities, cultures and traditions. We will share and discuss celebrations and experiences. We will teach children the importance of tolerant behaviours such as sharing and respecting the opinions of others. Stereotypes will be challenged and stories that reflect and value diversity will be shared.

## Special Educational Needs policy

This Special Needs Policy takes account of the Education Act 1996, the Special Needs and Disability Regulations 2014, the Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice 2014, the policy of the Local Education Authority and the aims of the nursery as outlined in nursery documentation.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. As an early years provider in the private, voluntary and independent sector we must have regard to the 2014 Code of Practice.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.

We follow the fundamental principles of the SEN Code of Practice and these are:

- A child with SEN should have their needs met.
- The needs of children with SEN will normally be met in mainstream schools or early education settings.
- The view of the child, if possible, should be sought and taken into account.
- Parents have a vital role in supporting the child's education.
- Children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage.

Arrangements must be in place to support children with SEN or disabilities; including a clear approach to identifying and responding to SEN; being aware of and alert to emerging difficulties and responding early.

Special educational provision means:

- (a) For children of two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

(b) A child under compulsory school age has special educational needs if he or she has a significantly greater difficulty in learning than the majority of others of the same age.

### English as an Additional Language

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught (See Children with English as an additional language).

### Admissions Policy

Bobtails adheres to the admission policy of the West Sussex LEA and endeavours to provide appropriate support for pupils with a range of special educational needs.

### Access for the Disabled

The needs of the pupils will be taken into account when considering full access to the foundation stage curriculum. Reasonable adjustment to the hall entrance and toilet will be made if required by and child.

### Identification, Assessment and Provision in Early Education Settings

The Government's Early Learning Goals set out what most children will have achieved by the end of the Early Years Foundation Stage (the end of the school reception year). Children will progress at different rates during the EYFS and some children may not reach the goals by the end of their reception year. These children will need differentiated learning opportunities and regular monitoring within our setting to help them make progress. In addition the 'Early Years Outcomes' is an aid to enable practitioners to understand the outcomes they should be working towards.

### INCO/SENCO

Bobtails has an identified and appropriately trained INCO/SENCO (Christina Young). The EYFS framework requires early years providers to have arrangements in place for meeting children's SEN, including the expectation to identify a SENCO. The SENCO will have responsibility for:

- Liaison with parents and other professionals in respect of children with special educational needs.
- Taking the lead in further assessments and planning support.
- Advising and supporting other practitioners in the setting.
- Ensuring that appropriate Individual Plans are in place and that these are reviewed regularly.

- Ensuring that relevant background information about individual children with SEN is collected, recorded and updated at Early Years Action, Early Years Action Plus and for those with a Statement.

## Graduated Response

If a child in our setting is not making the expected progress, it may be necessary to use alternative approaches to learning. We operate a graduated response system where staff initially:

- Bring an issue to the attention of the SENCO
- Observe, monitor and share their findings with staff and parents.
- Are allocated time to devise planned intervention and monitor.
- Adapt working practices and the environment to suit the needs of the child.
- Produce individual plans with achievable targets for the child.
- Attend regular staff training to provide effective intervention.

This graduated response recognises that there is a continuum of special educational need and, where necessary and with parental permission, draws support from a range of specialist expertise to support the child.

In our setting the different support mechanisms may include:

- An initial visit from the health visitor.
- Referrals to outside agencies including speech therapists, paediatricians, educational psychologists etc.
- Support from the Early Years Team/LA support services for advice or equipment.

## Initial Concerns

Staff may initially have concerns about a child that they share internally and in particular with the SENCO. At this stage staff should observe the child regularly to gather evidence for possible future discussions with parents or outside agencies.

## Discussions with parents

If staff feel that there is still cause for concern after their initial observations, parents will be invited in to discuss these concerns with a staff member. Parents will be invited to contribute their knowledge and understanding of their child and raise any concerns they may have and to contribute to targets resulting in an Individual Plan for the child.

## SEN Support

When a child in the setting is identified as having special educational needs we initially devise our own interventions to be used in addition to our usual curriculum (SEN Support). The triggers for SEN Support could be that the child:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness.
- Continues working at levels significantly lower than those expected for children of a similar age in certain areas.
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access.

## Individual Plan

An Individual Plan contains planning for the child which is additional to, or different from, the standard provision and includes:

- Short-term strategies set for the child.
- Teaching strategies.
- The provision to put in place.
- When/how the plan is to be reviewed.
- The outcome of the action taken.

The Individual Plan will be reviewed half termly with parents and, if appropriate, the child and outside agencies. Where it is deemed not applicable for the child to attend their views and needs should be taken into consideration.

## Requests for an Education Years Planning and Review Meeting (EYPARM)

For a very few children the help given by the early education setting through SEN Support will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the parents, in consultation with and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate. The first step towards this will be a visit to the child's GP, who will refer to a specialist as appropriate. The GP may then refer the child to the next EYPARM, where the child's level of need will be considered and any additional support (such as specialist equipment or staffing) will be considered. Where a request for an EYPARM is made to the LA, the child will have demonstrated significant cause for concern and the setting will have evidence gathered throughout the stages listed above. The setting will contribute any documents and evidence which the EYPARM panel require to fully understand the child's level of need.

As a result of an EYPARM the LA will decide whether a child needs provision through an Education, Health and Care Plan. The Education, Health and Care Plan will outline the provision necessary, the name of the setting where the provision is to be made and how the needs will be met; this may be through additional support or equipment and may have a cost implication to the LA. All

EHCs are reviewed at least yearly and all those involved are invited to consider whether any amendments need to be made.

### Record Keeping

We keep individual records; these are based predominantly on observations. We use regular observations, consultations with parents, staff and other professionals to inform planning in order to meet the needs of all individuals. Information gathered may be shared with other professionals with parental permission; a summary of achievement and relevant attachments are sent on to the next school. The records we keep are available to the child's parents by logging on to our online learning journal, My Montessori Child, and other documents such as Individual Plans are available on request.

### The Local Offer

We are aware of the Local Offer and will signpost parents the information about provision they can expect to be available across education, health and social care for children and young people in the area with SEN or disability.

### Confidentiality

We will respect parent's rights to confidentiality when supporting children with Special Needs; we will always discuss any possible referrals to other services with parents to seek their agreement before we make such referrals. All meetings with parents other than the normal parent staff contact will take place in private as far as possible. Parents will be involved in setting targets for their child. Individual Plans will be reviewed regularly and parents will be invited to contribute to this review. All of our staff will need to be aware of the Individual Plan targets agreed for a child as they are all likely to be involved in supporting that child. However all of the staff are also aware that their knowledge of these targets is privileged information which should not be shared with anyone without the permission of either the settings SENCO or Manager who would discuss any need to share information with the child's parent or carer.

### Nursery Transfer Summary

If a child moves to another nursery or reception setting we complete a Nursery Transfer Summary that outlines the child's achievements at our setting. This has a section which relates to Special Educational Needs and asks for the parents and child's comments.

## Children with English as an Additional Language

Bobtails Nursery acknowledges and supports diversity and the differing needs of children from other cultures, religions and language backgrounds. Bobtails will ensure that:

- staff are trained and understand how to support children with English as an additional language (EAL)
- staff understand and are sensitive to the cultural, religious and language needs of children with EAL and their families
- staff know about the child's cultural & language background so that they can provide experiences that cater for the unique child as stated in 'Every Child Matters'
- staff understand that not all ethnic and language minority families are the same and each family needs to be treated as unique

Before a child starts at Bobtails the staff will:

- have an initial discussion with the family so they can get a better idea of how to fulfil the needs of the child
- if necessary bring in an interpreter
- find out which languages are spoken to the child at home
- explain to the parent how important it is for the child to use their first language alongside English
- explain how the setting works as they may not be familiar with the early education system in this country

When the child starts at Bobtails, staff will ensure:

- books are available in dual languages
- use those books, posters toys and puzzles that reflect positive images of children in Britain and in different cultures or fairy tale stories
- dolls and small world characters are available that reflect different ethnic groups
- to use musical instruments and music from around the world
- to use story props to create a clear context for stories

- to use some scripts and language of the world around the setting
- that multicultural artefacts, clothing, food and crockery is in the role play area
- to use simple phrases and words in the child's first language
- everyone learns a few keywords such as good morning or goodbye
- various festivals are celebrated
- encourage parents to be involved e.g. through story-telling and songs  
Staff will monitor progress by
- regular and recorded observations on how the child uses language, taking into account that children with EAL can go through a 'silent period' which can last for at least six months

## Social development/behaviour management policy

The SENCO supported by the manager is responsible for behaviour management issues. They will support staff and share information with them, access expert advice and involve parents. New staff, volunteers and students will be advised of our policy during their induction. Copies of this and all policies are available to parents, either in the policy booklet or on the Bobtails website.

- We believe in working towards managing behaviour rather than the discipline of a child.
- Behavioural expectations will be explained to parents when appropriate.
- Children will be given realistically achievable, clear and easily understood guidelines for acceptable behaviour.
- Good manners will be modelled and encouraged on a daily basis, respecting the wishes of parents.
- Inappropriate behaviour in children is often the result of frustration because small children do not have the verbal ability to express their feelings. We will seek to overcome this by addressing the sources of frustration, setting boundaries and explaining expectations in ways appropriate to the child's level of understanding.
- Parents are asked to let us know of any factors from home that might affect children's behaviour. For example any illness of child or parent, death, separation or divorce, accidents and tiredness.
- Children will be involved in decisions regarding appropriate "rules in the classroom" and will be invited to help to maintain a calm and happy atmosphere at the school.
- We will provide opportunities for children to act out their emotions using role-play.
- We will encourage independence and self-respect by allowing the opportunity for the children to care for themselves once they are old enough to do so. This will include dressing themselves, attending to their appearance, using the toilet and washing their hands.
- We will actively encourage good habits with regard to personal hygiene, ensuring that hands are washed before eating and after visiting the toilet.
- Children will not be physically punished, humiliated or abused verbally

whilst in our care. Where restraint is unavoidable, the minimum amount will be applied in order to maintain the safety of the child and others. This will be recorded and notified to parents or carers on the same day. Information that should be recorded is;

the name of the child, staff member who used intervention, date, time and place, circumstances and factors leading up to the incident, what intervention was used, witnesses names, injuries that might have occurred, any further action taken, parents and staff signatures. This information is recorded in the accident and incident book and is confidential.

- We will give quality time and attention to each individual, listening to them and stimulating them to explore and understand their world.
- We will encourage and praise our children, reinforcing socially acceptable behaviour and good manners.
- In the event of inappropriate behaviour still manifesting itself we will:
  - a) Remove the child from the situation.
  - b) Attempt to find out and understand the reason for the behaviour.
  - c) Talk to the child and listen to what they have to say
  - d) Reassure the child that they are valued even if their behaviour is not acceptable
  - e) Explain why this behaviour is not acceptable and allow a quiet cooling down period before considering further action
  - f) Support children to learn ways to deal with their feelings
  - g) Allow the child to re-join the group quietly, without fuss or repercussion
  - h) Apply sanctions only as a last resort, making it clear to the child why
- In the event of repeated and exceptional inappropriate behaviour it may be necessary to consult with parents and seek their help and advice in resolving the problem.
- We will always set a good example in terms of behaviour and ensure that the same rules and guidelines are consistently applied to everyone.
- Repeated incidents will be monitored and recorded. This information will be shared with parents and an agreed strategy implemented. If necessary help will be sought from FIRST team
- The on duty Nursery Supervisor will be responsible for behaviour management.

## BOBTAILS GUIDELINES AS SUGGESTED BY THE CHILDREN

No drawing on the walls	Please draw on paper
Remember to say please and thank you	Don't say I want
No throwing books books carefully	Please handle the
No going under tables or chairs the table Please be sensible	Please sit on a chair at No showing off
No growling, squealing, screaming	Please talk nicely
No coming in with muddy feet	Please wipe your feet
You must hold mummy's hand when you leave the nursery	
No climbing on the chairs	Please sit on the chair
No standing up at story time so others can see	Please sit on your bottom
Please sit with your legs crossed out at circle time	Don't stick your legs
Absolutely no lying or rolling on the tables	Please sit at the table
Please walk classroom	No running in the
No lying on the floor	Please lie in book corner if you are tired
No being angry	Please be calm
No kicking or stamping your feet for walking	Please use your legs
No punching, poking or pulling hair for working	Please use your hands
No throwing things off the shelf	Please take things

carefully off the shelf

No putting things back on the wrong shelf  
back on the right shelf

Please put things

You must always share, take turns, be polite and listen to each other