



INCLUSION POLICY

Version History:
Revised: February 2025
Ratified by Directors: February 2025

INCLUSION POLICY

Aims

At Hatchlings Childcare, we give due regard to the Special Educational Needs and Disabilities (SEND) code of Practice 2024 (DfEE) and follow the graduated response outlined in the documentation. We are a childcare provision committed to inclusion and will always undertake to do our best to ensure a child is not discriminated against in any way because of a special educational need or disability. We aim to provide the best possible education for any child who has been identified as having additional needs, and to support the individual needs of any adult associated with the setting. We do this through regular meetings with the parents and liaising with any professionals which may be involved with the child e.g. speech therapist, social worker, physiotherapist, etc. We provide an educational programme suitable for the development of needs of each child, writing targeted support plans as required (previously known as IEP'S).

The named SENDCO (Terri-Leigh Baxter) works with other staff to implement the Inclusion policy and offer support to parents and staff. They assist staff with the planning for children with additional needs in making observations and assessments.

Admission Arrangements

Children with additional needs are admitted like all other children according to the settings admissions policy. We aim to be as flexible as possible in arranging admission to allow time for appropriate measures to be made to ensure facilities/equipment are available to meet the child's individual needs.

Partnership with Parents

We aim to communicate regularly, both formally and informally with parents regarding their child's progress and development and reviewing Individual Education Plans with them as required. Where necessary private conversations take place either in the office or child's room after hours, whatever is convenient for the parents, taking into account confidentiality ensuring it is maintained. We maintain an open-door policy for all parents to encourage an honest dialogue between Hatchlings Childcare staff and parents.

Where required we obtain parental consent to get additional support, ensuring we continue to communicate with the parents at all times. Complaints will be dealt with according to the complaint's procedure; parents may be referred to the SEND Parent Partnership service. When liaising with outside agencies parents are made aware of the time scales, and how long referrals may take. We will not contact outside agencies about concerns regarding your child without signed consent from the legal guardian.

Facilities, Staffing and Training

Access is flexible at Hatchlings Childcare as it is a one storey building. Corridors and doors are accessible for wheelchair users. All our children, including those with additional needs will be allocated a key person who will regularly assess individual children in their group across all areas of development, and will share these observations and assessments with the child's parents.

Hatchlings Childcare will endeavour to provide any additional support a child may need, ensuring staff knowledge is up to date and are skilled to support any child with additional needs.

These include the SENDCO undertaking training relevant in Special Educational Needs and then returning to Hatchlings Childcare to share the knowledge and expertise that has been gained with other members of the staff team. Other staff have the opportunity to take part in regular training to ensure their knowledge is up to date and they are skilled to support any child with additional needs. We would aim to seek additional funding should a child need significant/1:1 attention and support.

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Resources and Learning Environment

We regularly review resources and Hatchlings Childcare environment in order to promote an inclusive setting. We are aware that activities which are planned are modified and adapted to suit children's needs and to ensure that all children in the setting can access the Early Years Foundation Stage fully. We are aware that we may need to change the layout of equipment and furniture. We monitor the implications of meeting the needs of children with SEN in relation to all other children in the Hatchlings Childcare setting.

Identification and Assessment

All children are regularly observed and assessed to identify any gaps in their development in which they may require additional support. Assessments are only for the key person, parents and outside agencies, e.g. speech therapist, to see. Our identification and assessment of SEN are in accordance to the 2024 code of practice. SEN records are to be kept in a locked cabinet - shared with parents at regular reviews. Where appropriate SEN records are to be passed to the next educational setting with the consent of the parents. The views of the child are always considered throughout the assessment process.

Links with Support Services and Other Agencies

We liaise with other professionals who may be supporting or working with any child, and make referrals with parental consent as necessary, i.e. portage workers, health visitors, speech and language therapists, physiotherapists and educational psychologists.

Local Offer

You can find more information regarding what the setting offers in relation to Special Educational Needs and disabilities (SEND) at the following web address:

<https://fish.hants.gov.uk/kb5/hampshire/directory/service.page?id=2edtbkZVuFo&familychannel=0>