**Inclusion / SEND Policy**

We believe that all children should all be given opportunities to reach their full potential and all children should be treated with equal concern and respect. We provide additional resources and support for those who need it. Carrying out reasonable steps to ensure our setting is accessible by everyone. We are aware of, and welcome, legislation and existing codes of practice produced by appropriate commission.

We understand that all families and children are unique and come from different backgrounds, some may have a different home language, ethnicity, learning needs and abilities or disabilities and some children may need that extra bit of support when doing certain activities, or just in general day to day play, to give them the same opportunities as others. We do not accept ANY discriminatory remarks, attitudes or behaviour from the children in the setting or any other adults on the premises and if heard these will be challenged.

The Early Years Foundation Stage (2023) is used to observe and assess the childrens’ development (with parents’ permission). If through observation and assessment we notice a child displaying signs of any special educational needs and/or disabilities, then we will follow the ***graduated approach* as described in the Code of Practice 2020** *(Please see page 2 for more details regarding the ‘graduated approach’)*

We are aware of the Local Offer, this provides information for parents collected by the Kirklees, for children and young people with special educational needs and/or disabilities (SEND). Therefore, we can direct families to this information.

The setting has a **Special Educational Needs Co-ordinator** (SENCO) who will support families and children in the setting.

We work in partnership (with parents’ permission) with other agencies to support the child and work closely with parents to create an Individual Education Plan (IEP). This is a planning sheet which contains information about the short term and long term targets set for the child. The IEP includes a breakdown of the targets and the teaching strategies that will be put in place to help the child achieve. It includes input from other professionals working with the child. We continually review the IEPs and the parents are highly involved with the whole process.

If a child with an already known special educational need and/or disability attends the setting, then the room would be risked assessed and adapted where possible. The SENCO would work closely with the parents to ensure the needs of the child are being met. The SENCO would follow the graduated approach from the SEN Code of Practice 2015, *(see page 2).*

**WHAT IS A GRADUATED APPROACH?**
The SEN Code of Practice (2020) defines a ‘Graduated Approach’ as:
 ‘A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.’

**WHAT DOES THIS ACTUALLY MEAN FOR MY CHILD?**
Once it has been decided that your child has a special educational need/and or disability (SEND), a four-step action process which is set out in the SEND Code of Practice (i.e. a graduated approach) will begin.

**WHAT ARE THESE FOUR STEPS?**
**Assess:** childcare settings are required to carry out a clear assessment of the child’s needs. Alongside this, the views of parents and the child’s own views should influence the assessment. Information from external services including health and care professionals should also be taken into account.
**Plan:** parents, childcare practitioners and support staff who work with the child should be made aware of their needs, outcomes set, support provided and any teaching strategies and approaches, which should all be recorded and monitored regularly.
**Do**: the SENCO remains responsible for the child and should work closely with other staff to ensure the support is provided and monitor its effectiveness.

**Review:** regular reviews should take place between all relevant staff and parents.

If you have any questions regarding this policy please feel free to ask.