

<b>LSA MONTESSORI</b> <b>Inclusion &amp; Special Educational Needs</b>	
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<b>Policy first written</b>	September 2016
<b>Review dates (and amended if required)</b>	

At LSA Montessori we give all our children every opportunity to achieve the highest of standards. We do this by respecting and taking account of their varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and that children have a common curriculum experience.

At LSA Montessori we believe that every child has an entitlement to develop to their full potential. Educational experiences are provided which develop children's achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. At LSA Montessori, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school.

The nursery has consideration for the SEND reforms, effective from the 1<sup>st</sup> September 2014 and the new SEN code of practice. The nursery will ensure that our 'Local Offer' is accessible via our website using the LCC template.

This policy applies to those children who:

- € Have learning, physical, communication, sensory and/or medical needs
- € Have or experience behavioural, emotional and social needs;

But it also applies to those children who:

- € Reflect social and cultural diversity;
- € Have attendance difficulties;
- € Experience significant ill health;
- € Have relatives to care for;
- € Use English as an additional language;
- € Have recently arrived in this country or may be refugees or asylum seekers;
- € Have a mobile life style as travellers;
- € Are 'looked after' children;

- € Live in poverty or may be homeless;
- € Are gifted and talented;
- € Bully or who are victims of bullying;
- € Are bereaved;
- € Are traumatised.

This policy will be reviewed annually.

## **Aims**

LSA Montessori aims to:

- € Help children develop their personalities, skills and abilities;
- € Provide appropriate teaching which makes learning challenging, enjoyably and successful;
- € Provide equality of educational opportunity;
- € Engender a culture of tolerance and acceptance of all, mutual respect where all are valued

## **Objectives**

LSA Montessori will:-

- € Ensure implementation of government and Local Authority inclusion recommendations;
- € Ensure any discrimination or prejudice is eradicated;
- € Identify barriers to learning and participation and provide appropriately to meet a diversity of needs;
- € Ensure all children have access to an appropriately differentiated curriculum;
- € Recognise, value and celebrate children' achievements, however small;
- € Work in partnership with parents/carers in supporting their child's education;
- € Guide and support all staff, governors and parents in inclusion issues.

## **Defining Inclusion**

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any children irrespective of age, ability, gender, language and social background, and the maximising of resources to reduce these barriers.

In Lancashire, we have defined inclusion as *"a process which recognises and values diversity, promotes a shared vision for community cohesion and supports the participation of individuals in the life of the community"*.

The SEN and Inclusion Policy is central to **Every Child Matters** outcomes

- **Stay Safe**
- **Be Healthy**
- **Enjoy and Achieve**
- **Make a Positive Contribution**
- **Achieve Economic Well-Being**

## **Co-ordinating Inclusion**

Ms Embisu Mulela is the Inclusion and special educational needs Coordinator in conjunction with Miss McConaghy and their role is to:

- € Work positively with all members of the **LSA Montessori** community to promote inclusion;
- € Induct new staff in the kindergarten's commitment to inclusion;
- € Monitor and assess inclusive provision by helping the nursery to establish indicators to judge its effectiveness in relation to inclusion;
- € Monitor the inclusion policy and report annually on its effectiveness;
- € Report annually on the efficient and effective use of resources for children at early years action, early years action plus and those with statements;
- € Work with key staff to identify barriers to learning and provide staff with appropriate strategies;
- € Share inclusive expertise with, and support the professional development of all staff;
- € Purchase appropriate resources;
- € Work with key staff to monitor children's progress;
- € Analyse with key staff the recording of incidents which may relate to bullying or discrimination of children on the grounds of SEN;
- € Liaise with parents/carers;
- € Coordinate transition of children and child records for children with SEN;
- € Coordinate external specialist provision.

The Inclusion and SEN coordinator is responsible for keeping everyone regularly informed about inclusive provision within the school. Mrs Embisu Mulela is the nursery's SEN and Inclusion Coordinator.

All staff are also committed to meeting the needs of all children in the nursery and promoting the culture and ethos of inclusion within **LSA Montessori's** community.

## **Inclusive Provision**

The nursery offers a continuum of provision to meet a diversity of children's needs.

## **Identifying the needs of children with special educational needs.**

The nursery works closely as a team to ensure that children with special educational needs are identified early and the correct provision can be put in place as soon as possible to support them within school.

Where a child already attending nursery is identified as having special educational needs, then the nursery's special educational needs co-ordinator (Wendy Embisu Mulela or Crystia McConaghy) will liaise fully with the parent or carer of the child. The procedure carried out at nursery in the identification and assessment of special educational needs follows the Lancashire County Councils guidance of Early Years action and Early Years action plus as set out in the code of practice.

Where a child has already been identified as having Special Educational Needs, it is important that that these needs be discussed with the supervisor prior to admission so that consideration can be given to any specialist equipment, knowledge, qualifications or specialist staff that may be required to meet the child's individual needs and possible effects on other children

## Promoting an Inclusive Curriculum

**LSA Montessori** firmly believes that all children should be included in all activities within the school and children who have identified special educational needs are involved in all activities which the kindergarten provides alongside those children who do not have special educational needs.

The Early Years Foundation Stage in conjunction with the Montessori approach is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Setting suitable learning challenges;
- Responding to children's diverse individual learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of children;

When setting suitable learning challenges, we aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible. The Early Years Foundation Stage set out what most children should be achieving at each stage but our teaching reflects the knowledge, skills and understanding in ways that suit our children's' abilities. This may mean choosing knowledge, skills and understanding from earlier or later stages so that individual children can make progress and show what they can achieve. A similarly flexible approach is used to take account of any gaps in children' learning resulting from missed or interrupted schooling (for example, that may be experienced by travellers, refugees, looked after children or those with long-term medical conditions, including children with neurological problems, such as head injuries, and those with degenerative conditions).

When planning, we set high expectations and provide opportunities for all children to achieve, both boys and girls, children with special educational needs, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. This is based on a system of tracking child achievement in order to ensure that children do not underachieve or fail to reach their potential. We respect and value children that bring to school different experiences, interests and strengths which will influence the way in which they learn. Our staff plan their approaches to teaching and learning so that all children can take part in lessons fully and effectively.

To ensure that we meet the full range of children's needs, our staff are aware of the requirements of the equal opportunities legislation that covers, race, gender and disability. We take specific action to respond to children' diverse needs by:

- Creating effective learning environments;
- Securing their motivation and concentration;
- Providing equality of opportunity through teaching approaches;
- Using appropriate assessment approaches;
- Setting targets for learning.

Our staff take specific action to provide access to learning for children with special educational needs by:

- Providing for children who need help with communication, language and literacy;

- Planning, where necessary, to develop children's' understanding through the use of all available senses and experiences;
- Planning for children's' full participation in learning and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

## **Professional Development**

The Director oversees the professional development of all staff and teaching assistants. The SENCo (who is also the Director) liaises with staff to review skills related to SEN, behaviour and child emotional well-being and to ensure that there is a good balance of training to enhance the skills of all staff. Staff are encouraged to observe good inclusive practice within the nursery and also in other nurseries if this is deemed appropriate.

## **Working with Parents**

The knowledge, views and first-hand experience parents and carers have regarding their children is valued for the contribution it makes to their child's education. Parents and carers are seen as partners in the educational process. All parents and carers are welcome to contact the SENCo or Key Person if they have any concerns about inclusive educational provision. Parents and carers are also strongly encouraged to keep regular contact with the school regarding their child's progress.

Should a parent or carer wish to complain about the nursery with regard to SEN, then they are advised to follow the complaint system which identifies the chain of communication.