

Inclusion (including special educational needs)

IPA aims to be inclusive and reduce accessibility barriers for all children and adults in all aspects of our work. As such, every child, including those with Special Educational Needs and disabled children will be considered according to their individual needs.

A definition of SEND

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her” (SEND Code of Practice 2014 paragraph 13, pg:15).

Legislation

Equality Act 2010

Special Educational Needs and Disability code of practice: 0 to 25 years (2014)

The Statutory Framework for the Early Years Foundation Stage (2014)

Barriers

- More than half the families of disabled children in the UK experience poverty and the resulting social exclusion. (Every Disabled Child Matters, 2007)
- Language and communication may prove a barrier to some children being included in play provision.
- Social barriers such as fear, embarrassment or discriminatory attitudes also need to be tackled so that an accessible play space is also an inclusive one in which disabled children and their families feel welcome.

IPA staff will make all efforts for children to have equal participation in the play offer at our settings. We believe in quality play experiences with real choices for all children.

IPA believes play is central to the physical and social development of all children. Through play children learn how to negotiate, take risks and overcome obstacles. It is through play that children develop friendships and a sense of belonging to a peer group. This is particularly important for disabled children as they are frequently marginalised and/or overprotected.

Our staff

Our staff are trained professionals who know how to recognise both the verbal and non-verbal cues that children use to show how, what and where they want to play. Our staff should familiarise themselves with the character, capabilities and communication preferences of all the children in the setting.

Additional needs

We provide an environment in which all children are supported to reach their full potential.

- **IPA staff make every effort to provide for each individual child and support their opportunities for play**

Adventure playgrounds

- IPA's adventure playgrounds have very high children to playworker ratios. Because of this we recognise that we may sometimes need extra resources in order to support some children with their play.
- During the registration process we ask families to let us know if their children have any additional needs in order to assess our capacity to support their needs.
- We assess our ability to support children's unique needs within the resources that are available, through listening to parents and carers and by observing children's play.
- We may sometimes assess that a specific child needs additional support in order to access the site safely.
- We may sometimes ask parents or carers to remain on sites with their children (in these cases they will be asked to wear a visitor's badge)
- IPA puts resources into securing extra funding in order to support children with additional needs on our sites
- We may signpost parents and carers to services which potentially have further resources to support their child on IPA's adventure playgrounds.
- We may signpost parents and carers to services which have specific resources to support their child through services other than IPA's adventure playgrounds.
- Some children find it difficult to be in crowded and frenetic places for long periods of time. Playworkers will suggest to families that these children have shorter sessions at the specific site.
- We work in partnership with parents/carers and other agencies in meeting individual children's needs.
- We monitor and review our practice and, if necessary, make adjustments.
- As well as providing play opportunities we also signpost parents on to other agencies who may also be useful to them for other areas of their child's development.

Early years

At our early years setting, we welcome children with special educational needs as part of our community and we aim to ensure that all children have an equal opportunity to access and engage in the Early Years Curriculum.

Our early years setting has a named SENCO and a deputy SENCO. The role of the SENCO is to:

- Identify all disabled children/children with SEN
- Work closely with parents
- Do referrals to the area SENCO
- Ensure that all staff members are aware of which children are disabled/have SEN

- Work alongside other professionals who support disabled children/children with SEN
- Attend SEN forums
- Observing children by using the cycle of Assess, Plan, Do and Review
- Arrange meetings for Short term plan (STP) and review actions within 6-8 weeks
- Support children's Educational healthcare plans (EHCP)
- Arrange transition meetings for sharing information with schools
- We recognise the importance of early identification and assessment of disabled children/children with special educational needs.

All staff in the setting are responsible for meeting the needs of disabled children/children with SEN. The SENCO supports staff and coordinates the SEN provision across the setting. The SENCO will share information with all staff on the identified needs of the individual children and any agreed strategies to support them.

We have a statutory duty to complete a progress check for two year olds. This is always shared with parents and a written summary is completed. The progress check will be carried out by a key person that knows your child well. If there are any areas where progress is less than expected in partnership with parents we would agree further action.

We recognise that we will need to consider the individual needs of children when planning our curriculum. We aim to provide a curriculum, which is accessible to the individual needs of all our children.

We recognise that some children will need additional support to access the whole curriculum. We will ensure that the developmental needs of children are identified early and where needed the appropriate support is sought. We aim to provide appropriate support and strategies to achieve this.

We will make sure our planning and our environment is differentiated to meet the individual needs of children which enables them to participate fully within the early years foundation stage.

We aim to consider and will always seek the child's voice. We will do this by using differentiated methods such as observation, child interests, level of attention and engagement and one page profiles.

Methods

- We ensure that the provision for disabled children/children with SEN is the responsibility of all members of the setting.
- We ensure that our practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible within allocated resources suitable for disabled children.
- We work closely with parents of disabled children/children with SEN to create and maintain a positive partnership.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with disabled children/children with SEN and their families.
- We ensure that disabled children/children with SEN are appropriately involved in our activities, taking into account their levels of ability.

Every child is entitled to rest and play and to have the chance to join in a wide range of activities including cultural and artistic activities". Article 31 of the UN Convention on the Rights of the Child

IPA Inclusion policy acknowledges law and government policy:

- The Disability Discrimination Act 1995 (DDA) sets out the basic legal duties in promoting equality for disabled people.
- Part 3 of the DDA requires service providers (including play settings) to make 'reasonable adjustments' to 'policy, practice and procedures' and, since October 2004, has included an obligation to make permanent, physical adjustments to allow access to indoor and outdoor leisure centres, adventure playgrounds, play areas in parks and playgroups.
- The Special Educational Needs and Disabilities Act 2001 (SENDA)
- The Children Act 1989 states that: 'A primary aim should be to promote access for all children and young people to the same range of services.'
- The Children Act 2004 sets out five outcomes which all services for children should work towards: to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.