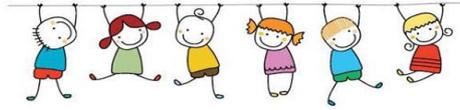


Clwb Penmorfa  
Registration Number: W1400002698



## CLWB PENMORFA INCLUSION POLICY

### Statement

Clwb Penmorfa is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

Clwb Penmorfa believes that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

Clwb Penmorfa are committed to working alongside parents in the provision for their child's individual needs, to enable us to help the child to develop to their full potential. The setting is committed to working with any child who has a specific need or disability to enable every child to make full use of the setting's facilities. All children have a right to a broad and well-balanced early learning environment.

We feel it is paramount to find out as much as possible about a particular child's condition and the way that may affect his/her early learning or care needs by:

- Liaising with the child's parents
- Liaising with any professional agencies

- Reading any reports that have been prepared
- Attending any review meetings with the local authority / professionals
- Regularly monitoring observations carried out on the child's development.

All children will be given a full settling in period when joining the setting according to their individual needs.

### **Aims**

- Recognise each child's individual needs and ensure all staff are aware of and have regard for the Additional Learning Needs and Education Tribunal Act (Wales) on identification and assessment of any needs not being met by the universal service provided by the setting.
- Provide well informed and suitably trained practitioners to help support parents and children with learning difficulties and/or disabilities.
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and employ an additional learning needs co-ordinator (ALN) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to ALN and the ALN Code of Practice.
- Identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies.

- Work in partnership with parents and other agencies to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required.
- Monitor and review our practice and provision and, if necessary, adjust, and seek specialist equipment and services if needed.
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities.
- promote positive images and role models during play experiences of those with additional needs wherever possible

Clwb Penmorfa's Additional learning needs Co-ordinator (ALN) is Leane Woods.

She works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special needs policy of the setting, always making sure plans and records are shared with parents.

### **Methods**

- Designate a member of staff to be Additional learning needs Co-ordinator (ALN) and share her name with parents.
- Provide a statement showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parents, and other professionals.
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of the setting.

- Ensure that our inclusive admissions practice includes equality of access and opportunity.
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities.
- Work closely with parents of children with learning difficulties and/or disabilities to create and maintain a positive partnership.
- Ensure that parents are informed at all stages of the assessment, planning, provision, and review of their children's education.
- Provide parents with information on sources of independent advice and support.
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with school and meet with them to discuss the child's needs to ensure information exchange and continuity of care.
- Use the graduated response system for identifying, assessing, and responding to children's special educational needs.
- Provide a broad and balanced early learning environment for all children with learning difficulties and/or disabilities.
- Provide differentiated activities to meet all individual needs and abilities.
- Use a system of planning, implementing, monitoring, evaluating, and reviewing individual educational plans (IEPs) for children with learning difficulties and/or disabilities.
- Review IEPs regularly and hold review meetings with parents at this time.

- Ensure that children with learning difficulties and/or disabilities are consulted at all stages of the graduated response, considering their levels of ability.
- Use a system for keeping records of the assessment, planning, provision, and review for children with learning difficulties and/or disabilities.
- Provide resources (human and financial) to implement our Inclusion policy.
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided.
- provide in-service training for practitioners and volunteers.
- Raise awareness of any specialism the setting has to offer, e.g., Makaton trained staff.
- Ensure the effectiveness of our provision by collecting information from a range of sources e.g., IEP reviews, staff and management meetings, parental and external agencies' views, inspections, and complaints. This information is collated, evaluated, and reviewed annually.
- Monitor and review our policy annually.

**Policy reviewed January 2024**