

INCLUSION POLICY

NSPo11
v5

Statutory Framework for EYFS 2017 – Section 3

Working Together to Safeguard Children 2018 page 9, 10, 104.

Early Years Compliance Document 2019 Whole Document

POLICY	REFERENCE	FORM
NSPo4 – Behaviour Management Policy	NSR6 – Special Educational Needs & Disability Code of Practice	NSF5 – Meetings Agenda
NSPo9 – Equality of Opportunities Policy	NSR11 – Removing Barriers	NSF10 – Designated Responsibilities
	NSR12 – Every Child Matters: Next Steps	NSF19 – Equal Opportunities Survey
	NSR18 – Achievement for All	NSF20 – Equal Opportunities Summary
	NSR19 – An Intelligent Look at Emotional Intelligence	
	NSR22 – A-Z of SEN	
	NSR32 – What Equality Law Means for You as an Education Provider: Schools	

In 2011 a single equality duty covering all seven equality strands defined in the Equality Act 2010 i.e. race, gender, gender identity, disability, age, religion or belief and sexual orientation came into force.

Wellington for Langley Hall believes that each child is an individual with individual needs. It is important to us that staff have time to observe the children in their care and understand how they can best meet their needs.

Organising inclusion

Children with special needs will be given targets that reflect our understanding of their ability. Meetings Agenda **NSF5** includes opportunities to discuss children’s individual needs and how they can be best supported. Wellingtons for Langley Hall follows the Special Educational Needs and Disability Code of Practice **NSR6** and will work with outside agencies where appropriate to increase staff skills and support children’s learning.

At Wellingtons for Langley our inclusion policy applies to the help and assistance given to children with specific special needs as well as those who are gifted and talented and/or from minority ethnic heritage especially those for whom English is an additional language.

Specific special needs

Wellingtons for Langley Hall accesses a number of websites including DfE, Foundation Years and the Special Needs Information Press website for more detailed information relating to particular special needs. A-Z of SEN **NSR22** is a list identifying potential sources of advice (produced by SNIP - Special Needs Information Press).

Gifted and talented

This is normally defined as the top 20% of a year group and very able is the top 2%. At Wellingtons for Langley Hall, we believe that children can be gifted and talented in a variety of e.g. linguistically, mathematically, physically, socially, musically, artistically.

Able children will often have an aptitude for original ideas and within Wellingtons for Langley Hall we strive to foster and develop this ability. Occasionally very able children find it difficult to relate to their peers and extra efforts will be made by staff to ensure that these children integrate and have opportunities to play with others.

Very able children

Look out for a child who:

- is exceptionally musical
- excels at sport
- creates three-dimensional working models
- has an advanced moral and social awareness
- is a born leader
- is original, imaginative and creative
- is persistent, resourceful, self-directed and can concentrate for an inordinate amount of time on one topic
- has an unusual hobby, such as astronomy or the study of hieroglyphics
- is inquisitive, sceptical and will argue without giving way
- has an advanced vocabulary
- shows initiative and does not follow the herd
- is versatile and has many interests, although one may be particularly absorbing
- has good judgement and enjoys debating
- has a well-developed sense of humour
- is either unusually extroverted or introverted
- finds it more comfortable and challenging to communicate with adults
- pays great attention to detail
- grasps new concepts with ease
- links areas of knowledge without specific teaching
- is very motivated and self-disciplined
- is a lateral or divergent thinker.

Source: Achievement for All, Association of Teachers and Lecturers, 2006

Strategies for helping very able children

- Make sure the gifted child is not afraid to show his/her ability.
- Recognise the child's individuality, but encourage him/her to mix socially.
- Provide opportunities for enrichment and working in depth, as opposed to simply accelerating the child's path through the basic curriculum knowledge.
- Help the child to become self-critical and evaluate his/her own work.
- Give the child responsibility for organising some of his/her own work.
- Help the child to work in a team situation at times.
- Help the child to feel valued as a person, not just because of their unusual gift.
- Try to ensure that he or she has contact with children of similar ability or adults with similar interests.
- Work closely with parents.
- Involve parents and encourage them to take the child on visits and answer his/her questions.

Source: Achievement for All, Association of Teachers and Lecturers, 2006

Families from minority ethnic heritage

Children and parents from minority ethnic heritage may well have English as an additional language. At Wellingtons for Langley Hall, we draw on the resources available to us in the community and country as a whole to help and assist such families.

Additional training will be given to staff who are working with children who have English as an additional language and every effort will be made by us to understand, appreciate and meet their needs.

Emotional Intelligence

Daniel Goleman, writing about emotional intelligence, suggests that it is important to place as much importance on teaching children the essential skills of emotional intelligence as any other skill and is fundamental to effective teaching. An Intelligent Look at Emotional Intelligence **NSR19** explores the subject in more depth.

The five characteristics of emotional intelligence are:

- Self-awareness: knowing emotions, recognising feelings as they occur and discriminating between them.
- Mood management: handling feelings so they are relevant to the current situation and react appropriately.
- Self-motivation: "gathering up" feelings and directing them towards a goal, despite self-doubt, inertia and impulsiveness.
- Empathy: recognising feelings in others and tuning into their verbal and nonverbal cues.
- Managing relationships: handling interpersonal interaction, conflict resolution and negotiations.

A child who demonstrates a high level of emotional intelligence will show:

- Confidence
- Curiosity
- Intentionality
- Self-control
- Relatedness
- Capacity to communicate
- Ability to cooperate

Behaviour management

Effective behaviour management is an integral part of our inclusion policy and Wellingtons for Langley Behaviour Management Policy **NSPo4** deals with this in more depth.

Training

It is our aim for every child to be happy and to thrive in our care and we ensure that every member of staff receives adequate special needs and other training to enable them to fulfil this aim. We also try to ensure that our ethos of inclusion is understood and applied by everyone.

Monitoring

In order to help us to monitor inclusion, we will ask parents to complete an Equal Opportunities Survey **NSF19**. The information provided by parents will be summarised using Equal Opportunities Summary **NSF20**. This survey will be completed each January and more often if it is believed that the information is no longer representative of our setting's parents and children.