



JPAC LTD INCLUSION POLICY

EYFS 2017 3.67. Providers must have arrangements in place to support children with SEN or disabilities

What is Inclusion?

Inclusion is about treating every person as an individual and seeking to meet their individual needs. These needs may be related to their age, gender, sexuality, physical or mental ability, culture, or religion. As an inclusive setting, we aim to meet the various needs of all children by removing all physical and social barriers to their participation. Disability should be viewed as a diverse range of ability in the same way as we refer to the capabilities of children without disabilities. Including a disabled child into a mainstream setting is not simple – but it's certainly possible. It takes thought, commitment and consultation, together with the will to make it happen. JPAC Ltd is committed to the principle of inclusion. The Company will:

- Work with parents
- Provide training and support for staff
- Support the inclusion of children with additional needs
- Maintain a flexible approach to meet the needs of the children in their care
- JPAC Ltd will actively seek to remove barriers to participation
- The wellbeing of all the children attending the setting is important to us and appropriate practical steps will be taken to ensure that this aim is fulfilled
- JPAC Ltd will comply with all relevant legislation to support inclusion

Reasonable steps will be taken to ensure that disabled children are not placed at a substantial disadvantage compared to other children who are not disabled. They will not be treated less favourably for reasons which relate to their disability.

All JPAC Ltd settings will be warm and welcoming. All children will be encouraged to participate in the activities of the club and consideration will be given to their individual needs. Staff will give consideration to the appropriateness of the activity, resources and material on offer. Staff will, where necessary, support children to participate in activities.

JPAC Ltd will work in partnership with parents and school to ensure that consistency of approach is maintained in terms of discipline, support with social skills and life skills and needs.

Staff will listen to the views of the children, as we believe this is the key to participation. Children will be provided with opportunities to take part and make decisions. We appreciate that our provision will be more responsive and relevant to the children's needs when they themselves play an active role. We are confident that this approach also helps to raise the self-esteem of children.

Children with particular needs may require special arrangements to help them to communicate their views, in such cases information as to the appropriate methods of communication will be sought from the parents/carers and the school.

JPAC Ltd has an open approach to working with children with additional needs and will work with all other professionals involved in supporting the child.

Special Educational Needs and Disabilities Coordinator

The Club's Special Educational Needs and Disabilities Coordinator (SENDCO) is the Manager of the setting. The SENDCO will:

- Manage the provision for children with special educational needs or physical disabilities.
- Be fully trained and experienced in the care and assessment of such children.

All members of staff will assist the SENDCO in caring for children with additional needs or physical disabilities.

It is the responsibility of the setting manager to ensure that the company policy of inclusion is put into practice, overseeing the day to day operation of the policy.

Legal Framework for JPAC Ltd Policy

[The Childcare Act 2006 /2016](#) placed an important new duty on local authorities to have particular regard to the provision of services suitable for disabled children.

The [Disability Equality Act 2010](#) says that organisations must not:

- discriminate against a disabled child who requires their service by not providing that service
- discriminate against a disabled child by providing a service on worse terms, terminating the service or 'subjecting [the child] to any other detriment'
- fail to make reasonable adjustments
- harass a disabled child
- victimise a disabled child.

Article 31 of [The UN Convention on the Rights of the Child](#) says that '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'.

[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'.

The SEND Code of Practice 2014 /2017 Combines Special Educational Needs and Disabilities

. A disability is described in law (the Equality Act 2010) as ‘a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

2017 The Special Educational Needs and Disability Code of Practice (September 2014) improved and tightened legislation in order to strengthen and underpin the rights of children and parents. This means that every child, whatever their start in life, gets the support needed to be the best they can be. And that means giving them an outstanding education.

The Equality Act requires that early years providers must not discriminate against children and young people with disabilities.

Reviewed March 2019	Signed: Setting Manager
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