



## 2. 5 Developing inclusive environments and strategies

**The vision of South Gloucestershire Council is that every child and young person have the best start in life, thrive, and be prepared for a successful adult life.**

*“...a child should be educated in a way that will allow him or her to achieve their fullest possible social integration and individual development.”*

*UN Convention on the Rights of the child 1989 – Article 23*

Settings need to ensure that inclusive practice is transparent across the setting and included in their ethos, policies and practices for all children with the aim of meeting their individual needs.

Early Years Foundation Stage 2021 seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Settings may need to make reasonable adjustments and differentiate resources and activities for children to be able to fully participate within the environment of the setting. For some children additional targeted support may also be needed.

It is therefore important that early year's settings offer a stimulating and challenging environment with skilful, knowledgeable practitioners who work in partnership with parents to provide the teaching and learning that children need to reach their full potential.

Environments should:

- Reflect an inclusive and ambitious curriculum for all children both indoors and outdoors
- Promote play and learning for all children
- Include knowledgeable practitioners who can skilfully differentiate their support for individual children as the need occurs
- Planned activities should be developmentally appropriate with a degree of challenge and come from the children's interests

## **The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals**

High quality inclusive teaching together alongside monitoring, assessing, planning, tracking and reviewing of each child's progress will ensure children with needs are identified quickly so that targeted support can be provided.

Settings should:

- Provide a whole team approach to use strategies which have a proven record of a positive impact in inclusive practice.
- Keep staff up to date with knowledge and training of new evidence based strategies
- Evaluate the current needs of their children and plan to use effective strategies and to seek training as necessary
- Use visuals and Makaton to support 'all' children, differentiate further for 'some' and use in a more specific way for a 'few'.

*"inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging"*

Early Childhood Forum 2003

Miller and Katz (2002) defined inclusion as:

*"... a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best."*

### **Inclusive Practice – Creating an enabling environment**

*Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers*

The EYFS framework

The environment of every setting is different and unique, there are many practical ideas that can be used to enhance or differentiate both the physical environment and the resources provided for them to play with and explore.

### **Differentiation- Meeting all children's needs**

Differentiation is how we intend to adapt experiences and activities to meet the developmental needs of individuals or groups of children.

Children make progress in different ways in which they learn best. Settings are expected to take account of this by looking carefully at how they organise their environment, books, resources and level appropriate activities to meet children's needs.

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### Practical ideas

#### Your Environment

- **Look** at your environment – think about de-cluttering and reducing the amount of sensory stimuli that can affect sensory overload
- **Listen** to the noisy-ness of your environment- think about quieter spaces where children can retreat and take a break from the hub- bub. Reduce the competing sounds of sound sources on the computer, musical instruments etc
- **Think** about how children communicate and need resources labelling visually with photos or real objects at the child's level and use visual supports which support a child's individual communication (objects of reference, timetables, now and next cue cards , lanyards, white boards etc)

#### Small group times for all children

Small group times are integral to early years practice: they are an opportunity for children to learn together and learn from one another. Group times need to be carefully planned to ensure they meet the needs of all the children. Consideration of the size and the make up of the group, including the amount of time the children can engage in activities needs to be carefully planned for and reflected on.

Children have different interests and different things that motivate them. They develop at different rates and their attention, focus and concentration to follow an adult led activity can vary. The practitioner needs to sensitively support the different ways the children can join group times to make it an enjoyable and meaningful experience.



#### Practical ideas to support small group time

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- Find a quiet space with low arousal
- Remove distractions from around the small group time
- Consider where you may work, think about the children's individual needs do they need to work on the floor, or a table top sitting on a chair
- Having a supporting adult can support a child to maintain focus and engage
- Offer choices of seating (carpet squares, captain's chair, cushions) which supports a child to know where to sit and help them regulate so that they focus for longer
- Some children will benefit from experiencing the activities independently before the group time so they become familiar with the resource or the rules to the activity before they are introduced to it in a group situation
- Have fiddle toys and waiting cards
- Use visuals, Makaton and keep language short and simple for children to process
- Use the outdoor environment to support children's learning
- Use developmentally appropriate and meaningful resources



### Inclusive practice – Positive Relationships

*'Children learn to be strong and independent through positive relationships'*

EYFS Framework

The key person and the parents should be working together as co -educators; drawing on the child's strengths at home and within the setting, to plan and support the child to learn and develop skills through experiences, opportunities and a shared outcome for the child.

### Working with parents

*'The practitioner and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child,*

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*based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge.'*

### SEND code of practice

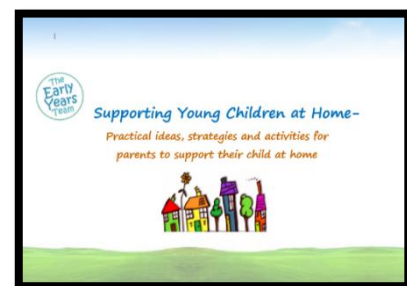


### Practical ideas

- Talk to parents/carers to have up to date knowledge on what the child likes to play with or is fascinated with
- Share knowledge skills ideas and resources e.g. learning bags with parents and colleagues, this could include parents attending your training sessions e.g. Makaton
- Support each other to reflect on and disseminate practice and skills
- Duplicate resources so that the practitioners can model to the child
- Consider how the child learns and their schemas
- Pre teach or back chain so that a child knows what to do with a resource
- Support children with their processing time by repeating, giving thinking time, keeping language simple

Parents may like a copy of some of the activities in 'Supporting Young Children at Home' booklet available on the VLE

<https://sgca.myvle.co.uk/login/>



## Funding and support for families with children with SEND

### Inclusion funding

In 2016 the government placed a duty on local authorities to provide an Inclusion Fund to support children with Special educational needs and Disabilities. Through consultation with the sector a very small percentage of the nursery education grant is held to for this inclusion fund.

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## Note for

For many children, accessing the Inclusion funding will provide them with the valuable support and the early intervention they require in order to enable them to access an age appropriate curriculum.

A setting can make an application for inclusion funding for any child who would benefit from additional support over and above good inclusive practice.

**APPLICATION for Early Years Inclusion Fund IF-01 INDIVIDUAL CHILD**

**Setting details**

1	Name of setting	
	Date of application	
	Name of person completing application	
	Name of person completing application	
	Reference number(s) of any previous applications for this child	
	Email address for correspondence	

**Type of funding requested**

	Code	Amount	
Enhanced resources/training and CPD for staff	020	£250	<input type="checkbox"/>
Enhanced early years ratio	05	£500	<input type="checkbox"/>
Level 1 support (1:1 HEI hours)	110	£1000	<input type="checkbox"/>
Level 1 support (1:2 HEI hours)	110	£1000	<input type="checkbox"/>
Level 2 support (1:3 HEI hours)	120	£2000	<input type="checkbox"/>
Level 2 support (1:5 HEI hours)	120	£3000	<input type="checkbox"/>

**Child's details**

2	Child's name	Date of birth	
	Do you have parental consent to share information? (Ensure this is updated in your folder on the VLE)	Does the child attend term time only or all year round?	
	Total number of hours attended per week	Number of HEI hours claimed per week	
	Was the child eligible for 2 year old funding?	Is the child eligible for EYFP?	
	Start date in setting	Consent form raised by send date (i.e. parent/setting)	
	SEN support started	Current VLE page number	

Funding can be used for resources, training or to provide an enhanced ratio of staffing to work on strategies and interventions, for a child or group of children to meet their needs within the setting.

An application can be made for an individual child or a cohort and is a contribution towards the additional support planned by the setting.

In most cases children will need a SEN plan with outcomes and targets to focus on, this would be done in partnership with the parents and consent **MUST** be included with the application for the Inclusion Fund.

The Inclusion Funding is allocated through an application process to the Inclusion Fund Panel.

Setting practitioners can request to be part of the panel process or attend to observe the panel process.

Information on Inclusion funding and application forms and process are available electronically on the VLE <https://sgca.myvle.co.uk/login/>

**Please note – the inclusion fund does not fund 1:1 support. It is aimed at short term targeted intervention.**