

Winsome Tots Nursery

Inclusion Policy

Inclusion support system policy and procedure

Learning disability

Deficits or impairment in adaptive behavior- These reflect in the development of sensory motor skills, communication skills, self help skills, and socialization in early childhood, application of reasoning and judgment in mastery of environment,

AIM and Purpose:

Understanding the fact, that students of determination tend to do better when they are educated in regular classrooms, Winsome Tots Nursery is committed to promote and provide Inclusive Play Spaces for Collaborative Learning for all children. We believe in Nurturing Connections. And therefore, invest in fostering empathy, to support, the children of determination (Special Educational Needs and Disabilities)

We encourage Increased Focus on Social-Emotional Learning (SEL) to contribute towards healthy relationships.

This policy outlines Winsome Tots Nursery's commitment to support all children of determination in alignment with 'Dubai Inclusive Education Policy Framework' 2017.

Our inclusion Support team work towards these aims

Our development team:

1. Centre Manager
2. The SENCO
3. Teacher
4. Leader of provision
5. Student
6. Parent
7. Other professionals



Identification, Assessment and Accountability:

At, Winsome tots Nursery, we aspire to cultivate inclusive classrooms. Operating within the EYFS framework, we give learning environments, where every student, regardless of their abilities, feels supported and engaged in learning process.

- Children identified with SEND are registered to the nursery as are all children, after consultation between parents, Support Team and the external support services where needed.
- After a conduct of thorough entry assessments to understand the specific needs, strengths and challenges of each student, the appropriate level of SEND is identified.
- The Inclusion team will refer to the KHDA Revised Categorisation Framework for Students of Determination (which is based upon the UAE unified categorization of disability) to identify the level of SEND.
- The entry assessment process informs our planning process in preparation for the admission of child of determination.
- We have a clear process for the identification of children of determination in place.
- A medical diagnosis is not conditional for the child's participation in the entry assessment process or for enrolment into the nursery.
- Assessed individual needs of every child will be collaborated with special education professionals, therapists, and parents to gather insights into individual education plans (IEPs).
- An Individual Education Plan (IEP) with differentiated instructions will be developed and implemented.
- Based on our documented formative assessment results, understanding that each student is unique and their needs may vary, our classroom teacher with the help of the support teacher modify the instructional strategies to address individual learning preferences.
- An adaptive instructional strategy is adopted by providing alternative activities or adjusting the pace and complexity of tasks based on principles of UDL (Universal Design for learning).
- With the support of external services, the school will choose a provider of assessments that comply with all external benchmark assessment requirements stated by KHDA guidelines as outlined in the External Benchmark Assessments Requirements publication (2022).

Monitoring the success of the Assessments:

- Evidence of progress towards attainable targets at the IEP.
- Regularly reviewing the child's progress against targets set.
- Providing additional intervention if progress is not adequate.
- Records and evidence of the child's progress towards improving behaviour.
- Discussions at an appropriate level with the child about their progress.
- Discussions with parents about the child's progress
- Having a positive and effective partnership with parents.

Learning Support Assistant

- For all students receiving LSA Support an individualized service agreement will be in place as directed by KHDA. This will be agreed with parents.
- School funded Inclusion support assistants provide additional support across the Nursery.
- Learning support assistants, appropriate to the child's needs and nursery requirements will be funded by parents as per the KHDA directives.
- If additional services or support have been identified and are needed to ensure the child's wellbeing, learning and development and health and safety standards, then this will be discussed with the parents who must agree with the IEP and any additional charges incurred for additional service provision.
- If we are not able to meet the needs of a child of determination enrollment or re-enrollment, the KHDA's non-admission notification procedure is followed. This must take

place whether the child is identified as a child of determination prior to the application or is identified as a result of the entry assessment procedure.

SEND support

According to the SEND code of practice: 0–25, The SENDCo is responsible for the following:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- liaising with professionals or agencies beyond the setting.

Whole-team approach:

- Sharing, discussing and inspiring ideas and thoughts, such as creating a toolkit of collective strategies or offering a fresh perspective.
- Providing feedback and recommendations to each other, such as offering an alternative perspective on a situation.
- Positively influencing each other's behaviors and taking a solution-seeking approach.
- All practitioners commit to ongoing CPD for SEND-based knowledge. As a baseline, all practitioners should complete an introduction to SEND.

Set up a SEND toolkit:

- SEND leadership and pedagogy is a knowledge-building task. There is always something new to learn, unlearn, relearn and reapply.
- SEND toolkit can be either digital or a hard copy, like policy and procedures; referrals; areas of need; assessment tools; and information exchange. This can then become a shared document.
- The key person should lead on SEND support. The best person to support a child is the key person, who has a bond with and knowledge of the child. They should lean on the SENDCo for help when needed but should be accountable for the main tasks in SEND support.
- Ensure that roles and responsibilities are outlined, communicated and understood. All practitioners' roles and responsibilities must be clearly outlined and communicated – for example, via job descriptions.
- Observe together, learn together. The collaborative relationship between a SENDCo and a practitioner can be powerful. Taking time to observe and discuss children's development can lead to more meaningful plans for support.

Individualized targets (SMART)

Specific- The target/s are specific to each individual student. We start with and follow the child's lead, using different skills involving differentiation, which enables us to support every child's uniqueness.

Measurable- Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (Characteristics of Effective Learning), and how practitioners use this information to plan children's next steps in learning and monitor their progress.

Achievable- Differentiated and targeted support should involve collaborative approaches between the home and the setting, in partnership with the parent can plan support that can exist between both settings like differentiation – for example, using objects of reference or visuals to support with

routines

Relevant- The targeted support should be embedded where possible into the child's everyday routines and naturalistic environments are best for children's engagement and wellbeing.

Timeframe- Using progress checks or summaries to summarize development at key intervals, using ages/stages or the Birth to Five ranges (Early Education, 2021). For example, a child who is 36 months but developing within 8 to 20 months across prime areas. We ensure that the key information is shared with parents so that they understand how we come to make these judgements. The 'What to expect, when?' document (DfE, 2018b) is great for this

Staff Training

- We train our staff on UDL principals to enhance their ability to design and implement inclusive curricula.
- We Encourage collaboration among educators to share best practices and strategies for implementing UDL effectively.
- Our staff attend whenever possible in-service and external training on special educational needs in an attempt to gain a better understanding, provide best practice and foster the culture of inclusion.

UDL Approach

Winsome tots Nursery aims to provide quality care for any child, regardless of any special or additional needs they may have. Our approach ensures all children have appropriate opportunities to learn through the UDL framework which encourages teachers to employ a variety of approaches within their classrooms.

Multi-sensory approach

Include activities that engage two or more senses. Use pictures, videos, music and written words, and invite students to move their bodies (in ways that work for them) as they are learning the information.

Broad range of communication methods—both those that include language and those that do not. For example: speech, sign language, writing and numbers, typing, a variety of art methods, movement and dance, touch, pointing, ways to indicate choice, expressions, and more.

Assistive Technology

For children with print-based reading disabilities there are

1. Alternate versions of print-based books that function in much the same way as a print-based textbook.
2. Audio recordings- Recorded Audio Books.
3. Talking electronic device

The Physical Environment

Infrastructure and environment can support or hinder the learning process. A setting's acoustics, lighting and temperature, for example, can impact whether that space is comfortable and conducive to learning or not. Even within the practical limitations of our classrooms, small adjustments can make a big difference.

- A quiet nook for students who might need to self-regulate
- A space where students can move their bodies and get kinaesthetic stimulation (e.g., an exercise ball, balance board, or yoga, bean bag)
- Spaces designed for independent learning (e.g., desks not facing each other) and other spaces set up for collaborative learning (e.g., chairs in a circle)

- With an appropriately designed reading environment. Low shelves and comfortable seating provide an inviting atmosphere for exploring books. A reading centre with variety of adapted books since the ability in handle books and turning pages may affect a child's interest in books
- Classrooms which include features such as shades, curtains, blinds and/or dimmers that moderate visual stimulation.
- Classrooms which include features such as washable furnishings and quiet ventilation systems that moderate auditory stimulation.

The inclusion action cycle is an important tool to support the use of UDL:

[The four-stage graduated approach of Assess, Plan, Do, Review.](#)

Assess (linked to EYFS observation and assessment) the 'Assess' phase consists of - formal and informal observations, dialogue with professionals, noteworthy documentation, using a celebratory profile, inclusive play-rich foundations, home learning experiences, what is currently working and not working.

Plan (linked to EYFS planning) the 'Plan' phase consists of - consult with colleagues, parents, child and professionals, embedded plan into the EYFS and home learning, what child development documents will be used, how outcomes are devised and how progress will be celebrated, the timeframes and dates for review.

Do (linked to EYFS OAP) the 'Do' phase consists of - informal observation, assessment and planning happening at all times and there are many 'in the moment' opportunities to support development, consistency in the delivery of teaching and support, home learning, SEND support embedded into everyday experience leading to positive outcomes.

Review - the 'Review' phase consists of - engage in professional dialogue, decision-making opportunity to decide on what is next, consider any changes or adjustments to the SEND support.

Reference :

DUBAI INCLUSIVE EDUCATION POLICY FRAMEWORK 2017

DIRECTIVES AND GUIDELINES FOR INCLUSIVE EDUCATION

A handbook for schools

Early Childhood Care and Education Evaluation Framework

Standards to support the continuous improvement of the quality of care, teaching and learning in early childhood centers 0- 8

