



## **Inclusion Policy**

### **Our Aims and Ethos:**

At Ballybrack Killiney Montessori we achieve care and inclusion in education by continually reviewing an anti-bias approach and by working in partnership with families and staff. We achieve this by reflective practice and consultation to ensure that the care and education provided is fully inclusive of all families.

We welcome the inclusion of all children whatever their individual needs may be and we recognise that everyone has their own learning style. All children have the right to achieve and develop to their full potential and we recognise that everyone is unique but share many similarities thus promoting diversity and equality in our service. We believe that having an inclusion policy benefits all children and is a positive experience that reflects the diversity of our community.

We will promote and nurture the identity of each child attending our service and ensure that their emotional and physical wellbeing is of paramount importance at all times.

At Ballybrack Killiney Montessori, we promote children's individual learning according to their stage of development in line with the Child Care Act, 1991; Child Care (Pre-school Services) (No. 2) Regulations 2016; Disability Act 2005; Equal Status Acts 2000–2012; the United Nations Convention on the Rights of the Child, with particular attention to Articles 29 and 30; and Children First: National Guidance for the Protection and Welfare of Children, 2011.

### **We aim:**

- To value all children equally and to provide opportunities for equal access to the curriculum.
- To plan our curriculum to meet the needs of individual children. Children know they belong and are valued as unique individuals.
- To recognise that some children will need additional support to ensure access to the whole curriculum
- To recognise the importance of early identification and assessment of children with additional needs, and work within the code of practice.
- To work in partnership with parents, valuing their views and knowledge and keeping them fully involved in their child's learning experience.
- To work collaboratively with other agencies to meet the child's individual needs where necessary.
- That children feel secure and know that their contributions are valued.
- That all children's cultural backgrounds are respected and valued.
- That children feel strong and confident about their identity.
- That children are taught in groupings that allow them all to experience success.
- That children use materials that reflect a range of social and cultural backgrounds.
- That children have a common curriculum experience that allows for a range of different learning styles.



### **The co-ordination of provision for children with additional needs.**

The special needs co-ordinator (SENCO) at Ballybrack Killiney Montessori & Afterschool is Eve Berea. Eve has undertaken the Diversity, Equality & Inclusion training. Fiona Brennan is currently undertaking the Linc course (leadership for inclusion).

### **The role of the Senco is as follows:**

- To support the children with practical measures
  - To monitor and review the practical intervention
  - To support other members of staff
  - To co-ordinate the planning for individual needs
  - To liaise between the setting and any other professional s involved
  - To liaise with, and support parent's
  - To attend training as necessary to keep up to date with policies and current issues, and share this information with all staff.
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- To appoint an appropriate keyworker for the child with additional needs.
  - To support staff to undertake additional training to gain the skills necessary.
  - To ensure that the medical emergency care plans are in place for children requiring life saving medication.
  - To ensure that the environment is suitable where possible and within available resources.
  - To identify children with additional needs during the enrolment and settling in period.
  - To link in with other groups that support the child such as the HSE, AIM, Better Start, Early Intervention Team, Tusla, Etc.

### **Admission arrangements:**

Ballybrack Killiney Montessori & Afterschool is committed to working with all children to meet individual needs. We will not exclude any child on the grounds of their additional needs and will strive to meet their needs and remove any barriers that may arise.

### **Identifying Special needs and Early Intervention:**

All children are given time to settle in and become familiar with their new surroundings and routines. If staff have any concerns about a child they will pass these on to the SENCO, who along with the keyworker will observe the child and assess their needs.

Staff will work together in partnership with parents to formulate strategies to support the child. The SENCO will take the lead in co-ordinating any additional support for individual children. This may be in the form of applying under the AIMS scheme for additional support. The AIMS scheme only applies to ECCE children.



Within our setting, for every child with a Special Educational Need, at Ballybrack Killiney Montessori & Afterschool we will devise a structured programme to meet the child's needs. We will write and review Individual Education Plans (IEP)/goals.

**Transitions:**

When children move on to another setting we pass on information and records to make the transition as seamless as possible. We would also arrange visits for the child and other professionals e.g. teachers if necessary to help with the transition.

**Evaluation of special needs policy:**

We will, along with all staff, evaluate our policy every six months or as the need arises to ensure our policy and practice is effective. Complaints: Any complaints surrounding our practice and provision of children with additional needs should be addressed using the complaints procedure in our policy document.

If you require any additional information on any area of our Special Needs Policy, please feel free to speak to Eve who will be only too glad to answer any questions you may have.