



# Our Pride Our Joy Inclusion Strategy

## Our aim

At Our Pride Our Joy inclusion is at the heart of our ethos, and our vision is to provide a safe place for all children to play, explore and discover.

As part of the Fierte family, we embrace and uphold the Trust's values of

**We care** – We care about each child as an individual and aim to enable all children including those who are vulnerable or with SEND to flourish and realise good levels of development and attainment.

**We leave no one behind** – Supporting all children including those who are vulnerable or have SEND, is central to tackling disadvantage as they face a significantly wider attainment gap and are disproportionately affected by poverty, making inclusion a key driver in addressing long-term inequalities.

**We celebrate individuality**- We recognise that no two children are the same and therefore we will always put the child in the centre of an approach which identifies their specific needs and strengths.

**We are brave** – We recognise the challenges that can arise in supporting vulnerable children including those with SEND, and we aim to be brave in how we meet these. We will support the unique child in front of us, their needs right now, and aim to understand their viewpoint of the world; continually reflecting on our approaches to ensure we keep the child central and forefront of any decisions.

The following strategy illustrates the different aspects and approaches we will take across Our Pride Our Joy to ensure we reach our aim.

### 1. Inclusive High-Quality Teaching and Environments

- Every practitioner a teacher of SEND.
- High-quality interactions as a foundation for all children.
- Adaptations and differentiation to support learning.
- A balanced approach to teaching using targeted adult led learning and child led provision.
- Daily reflective planning to ensure children's interests support provision content.
- Consistent opportunities to embed new learning to ensure progress.

# Our Pride Our Joy Inclusion Strategy

- Sensory friendly environments which support all learners needs.
- Universal Offer (Wave 1) – Ordinarily available provision to support inclusive practice.
- Clear routines and effective communication, including the use of Makaton for all children
- Qualified Level 3 SENCO in each nursery.
- Prioritise professional development and support for all staff through Dingley’s Promise training/accreditation and All Things Autism.
- All practitioners receive Makaton training.

## 2. Child Focus

- Promoting independence.
- Fostering a sense of belonging for every child.
- Ensure every child can access a rich and diverse curriculum-including opportunities within the school and local community.
- Child’s voice central to purposeful play opportunities.
- Strong relationships with Key Workers.

## 3. Targeted support

- Deliver targeted interventions through 1:1 and small group times.
- Follow the Graduated Response Pathway.
- Provide effective support for children with significant and complex needs-including high quality internal SEND provision.
- Strong transitions with Academy schools.

## 4. Relationships, Partnerships and Belonging

- Build strong trusting relationships with children, families and local communities.
- Clear guidance and support for engaging vulnerable children, parents, and families.
- Strong partnerships with the Local Authority, SEND specialists, professionals and the wider community to ensure support can be accessed in a timely manner.
- Strong collaboration across Our Pride Our Joy and Fierte to deliver the best support at the right time- including resources and expertise.

## Our Pride Our Joy Inclusion Strategy

### 5. Firm Foundations- Ensuring the Best Start in the Early Years

- Provide early identification of needs, interventions and support.
- Strong focus on Early Language and Communication skills is developed to ensure all children can understand and communicate effectively.
- Strong focus on Personal and Social skills to support children to be independent learners and build the key foundations for learning.
- Children are supported to name emotions through co-regulation strategies with practitioners.
- Through the cycle of adult-led, adult-supported and child-led learning, children are given time and opportunity to embed new knowledge and skills.
- Strong Key Worker relationships build trust and a sense of belonging to support children's self-esteem and confidence.

### 6. Strong systems, Governance and Leadership

- Early effective identification of needs.
- Thorough knowledge and understanding of SEND processes.
- Use of support frameworks – SEND Code of Practice (Early Years)
- Implementation of Graduated Response and APDR cycles with parental engagement and effective plans.
- Assessment systems to monitor practice and impact of inclusion initiatives such as Tapestry and Early Outcomes.
- SENDCO in each setting supported by SENDCO Lead in Fierte and SENDCO's in the Academy Schools.
- All practitioners supported to be leaders of SEND through whole team training and individual support from the SENDCO.
- Inclusion embedded throughout the ethos, vision and values of Our Pride Our Joy and Fierte.
- Robust leadership accountability of SEND, underpinned by compliance with statutory legal frameworks (SEND Code of Practice 0-25 / EYFS) and clear policies which are reviewed regularly and approved by Directors.



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