

Creating Inclusive Provision

This resource complements the 'Creating Inclusive Provision' toolkit, offering **reflections and considerations** for practitioners. These simple prompts have been designed to enhance the learning and guidance provided in the toolkit, helping practitioners to reflect and build on existing practices.

Understanding SEND

Understanding Special Educational Needs, and how to support children positively and holistically, will promote development of inclusive practice and provision, and improve experiences for children, families, and staff.

It's valuable for you to:

- ☐ Take time to reflect on your own understanding of SEND.
- ☐ Consider where there are potential barriers to inclusion in your setting.
- ☐ Consider whether you are seeking to provide access through adaptation, or to truly empower individuals through the provision you create.

For further learning and guidance see: **'An Introduction to SEND'** (pages 6 - 10 within the toolkit).

Reflecting on Legal and Statutory Requirements

Having a good knowledge of the legal and statutory duties that organisations and settings should adhere to, will help ensure that all children, including those with SEND, receive full access to services and provision.

A good starting point would be to:

- ☐ Consider how confident you are with the local policies and procedures in your area.
- ☐ Reflect on whether there are any policies that you need to review.
- ☐ Consider the reasonable adjustments in place in your setting.
- ☐ Reflect on whether there is anything else you could put in place to support the children you are working with.

For further learning and guidance see: **'Legal duties and statutory requirements'** (pages 11 - 15 within the toolkit).

Developing an Inclusive Environment

Creating an inclusive environment that fosters a culture where every child can fully participate in opportunities, and focuses on physical, social, and emotional elements, will have lasting benefits to children, families, and staff.

Take some time to consider:

- ☐ Where you could develop a sensory space in your setting.
- ☐ How inclusive is your setting's environment? Consider the following aspects:
 - ✓ **Physical environment:** Are all spaces, both outdoor and indoor, accessible to all children?
 - ✓ **Social environment:** Do all children feel a sense of belonging, and that they are important members of the community?
 - ✓ **Emotional environment:** Are staff providing emotional support that helps all children feel safe, valued, and heard?

For further learning and guidance see: **'Developing inclusive environments'** (pages 16 – 23 within the toolkit).

Creating High-Quality Provision

Developing an inclusive ethos will influence how children engage with the environment, interact with peers, and participate in activities, ultimately enriching their experiences.

Take time to get curious about:

- ☐ The individual children you work with.
- ☐ Any behaviours they may display that you find challenging to deal with.
- ☐ What they might be communicating, and how you could support them further.

For further learning and guidance see: **‘Creating high-quality provision’** (pages 24 – 35 within the toolkit).

Building Effective Partnerships

Taking a collaborative, coordinated approach to supporting children with SEND will help ensure their needs are fully met and that they have every opportunity to thrive.

Start by considering:

- ☐ How well do you feel your setting works in partnership with children, parents and carers, external services and agencies, and your local authority?
- ☐ What steps could you take to move further towards co-production and partnership working?
- ☐ Whether you could start to gather child and family feedback about your provision.

For further learning and guidance see: **‘Working in partnership’** (pages 36 – 45 within the toolkit).

Considering Food Preparation and Handling

Creating an environment that is safe, inclusive, and supportive of children’s diverse needs, including thoughtful food planning, preparation, and handling, plays a significant role in ensuring the well-being, safety, and enjoyment of all children.

It’s valuable for you to:

- ☐ Consider the food provision in your setting. How well does it meet the principles outlined? Speak to children and their parents/carers. How do they feel about it?
- ☐ Reflect on what you could do to develop inclusive practices further. Consider planning, food preparation, handling, and serving.
- ☐ Ensure that children who are pre-verbal or non-speaking are able to share their choices using their preferred communication methods too.

For further learning and guidance see **‘Food handling and preparation’** (pages 46 – 52 within the toolkit).

Developing the workforce

Building a robust, dedicated workforce will help meet the diverse and potentially complex needs of all children, ensuring they receive the support and opportunities to thrive in an inclusive environment.

When considering your role:

- ☐ Consider the skillset of the existing staff members. Are there any gaps in their knowledge and experience? What future needs can be anticipated?
- ☐ Consider the goals of the setting, and the vision for the provision moving forward, to help you develop the criteria for recruitment.
- ☐ As a setting leader, consider your approach to recruitment, retention, and training in your provision. Are there any actions you could take in any of these areas to further develop inclusive practice?
- ☐ As a setting practitioner, reflect on the training you have had in relation to SEND and inclusion. Are there any areas where you feel you would like further support?

For further learning and guidance see: **‘Developing the workforce’** (pages 53 – 59 within the toolkit).