

Equality, Inclusion & SEND Policy

Statement of intent

We recognise our differences, be it race, culture, gender, ability, age, class, sexual orientation, gender, social status, religion, mental health or medical needs, disability, special educational needs, social or family commitments and language differences. It is from recognizing and valuing these differences that we can begin to grow together in harmony.

Every person who is associated with our school, whether they are staff, pupils, siblings, parents, guardians, relatives friends or visitors, is valued for their individuality, treated fairly and with respect and offered equal opportunity to participate in the life of the school.

Aims

- All children have a right of full access to Early Years Education through the Early Years Foundation Stage Curriculum.
- All children have a right to expect to learn in a caring and considerate environment where the staff and the children are all valued for their contribution.
- We are committed to the early identification of children with Special Educational Needs (SEND) and to meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We will provide, within available resources, the highest possible quality support and inclusive education for children with SEND.

Methods

- We use the definition of SEND and Disability as set out in the SEND code of practice (2014) – Appendix 1
- We designate a member of staff to be Special Educational Needs Co-ordinator (SENDCO) who is available to support parents and children with special educational needs.
- The current SENDCO is Ruth Beck.
- The SENDCO is expected to attend relevant training and stay up to date with current guidelines, practices and legislation.
- All new staff and parents are made aware of whom the SENDCO is.
- Role of the SENDCO is to support and work with the parents of children with SEN, offer advice and support to staff in the setting, liaise with other agencies, ensure that ILP's are in place and that relevant information about a child is collected, recorded and updated. The SENDCO is responsible for the implementation of this policy and expected to attend relevant training.

The Graduated Response

- We follow the Graduated Response as set out in the Code of Practice for SEND (2014) to identify and provide for children with SEND/disabilities. We routinely monitor children's progress, when a child with SEND is identified we intervene through **Early Years Action** by devising interventions that are additional and different to usual provision in order to assist the child's development. The SENDCO will work with the child's key person to put additional plans in place to help support the child in their specific area of need, Individual Education Plans are shared with parents every term. If a child still makes little or no progress or is working a level below that expected for his age group, we will escalate to **Early Years Action Plus** and seek to involve external support services in consultation with the SENDCO, parents and child, (when appropriate). Appendix 2 contains a flow diagram of the Graduated Response
- We ensure that children with SEND are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

Working in partnership with parents/carers

- We work closely in partnership with parents of all children to ensure best outcomes for them.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We regularly share information about a child's progress through our Home/School communication book, informal conversations and at parent's consultations.

- We have an open door policy and parents are encouraged to discuss concerns with staff.
- We provide parents with information on sources of independent advice and support, when needed.

The Curriculum offered in the nursery school encourages children to develop positive attitudes to people who are different from themselves to empathise with others and to begin to develop the skills of critical thinking by:

- Making children feel valued and good about themselves
- Ensuring children have equality of access to learning
- Reflecting the widest possible range communities in the choice of materials
- Celebrating a wide range of festivals
- Creating an environment of mutual respect and tolerance
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Ensuring that the curriculum offered is inclusive of children with SEN and children with disabilities
- Ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning

Valuing Diversity in Families

- We welcome the diversity of family life and work with all families
- We encourage children to contribute stories of the everyday life into the nursery school
- We encourage parents/carers to take part in the life of the nursery school and contribute fully where appropriate
- For families who have a first language other than English we value the diversity their culture and language offer us

Provision:

- We ensure that our inclusive admissions practice ensures equality of access and opportunity as stipulated in our **Admissions Policy**.
- We follow our '**Settling in Routine**' to settle children in to nursery and ease their transition. Information about starting nursery is also provided to parents in the **Parent Handbook**.
- We ensure that high quality provision for all children is the responsibility of all members of the setting.
- We comply with Ofsted requirements in terms of staffing and we adhere to Equal Opportunities and Inclusion with regard to staffing as laid out in our **Staff Recruitment, Employment and Retention & Equal Opportunities Policy**.
- We ensure that our physical environment is as far as possible suitable for children with disabilities and will make reasonable adjustments to accommodate all children.
- Each child is assigned a key-worker when they start nursery.
- We provide a broad and balanced curriculum for all children.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We make a variety of observations of children in order to understand and consider their current interests, development and learning. We use this information to plan next steps for their development and to personalise provision.
- Each child's Individual Planning and the effectiveness of personalised provision is reviewed regularly
- If a concern is raised by a key worker/member of staff about a child's development, it is discussed with the SENDCO and more focussed observations will be made in the area of concern.
- We ensure the privacy of all children when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We share information about children with SEN/disabilities, progress and reports from outside agencies at staff meetings to ensure all staff are up to date with each child's progress.
- All new members of staff are required to read this policy and other relevant policies as part of their induction.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton or staff that speak additional languages.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. ILP reviews, staff and management meetings, parental and external agencies views, inspections and complaints.
- We liaise with other professionals to improve provision, care and learning for children when appropriate.
- Provide training to help staff identify and support children with SEND.

- We liaise with parents/carer, and other professionals to enable the smooth transition of children to other settings or schools. We follow the **Devon County Council Transition Document Procedure**.
- We have a **Complaints & Grievance Policy & Whistle Blowing Policy**.
- It is the responsibility of the Manager and SENDCO to monitor and review these policies annually.

All the undertakings above are subject to the paramount commitment of the nursery school, which is to the safety and well-being of the child. Please see also our policies: Safeguarding Children, Admissions, Staff Recruitment & Retention, Staffing & Employment, Complaint & Grievance and Whistle Blowing. All records are kept in accordance with the GDPR Act of 2018