

The Chagford Montessori Nursery School

Equality, Inclusion & SEN 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 and 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 (SEN) 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 SEN.

Methods

- We use the definition of SEN and Disability as set out in the SEN code of practice (2001) – Appendix 1
- We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) who is available to support parents and children with special educational needs.
- The current SENCO is Ruth Beck.
- The SENCO 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 SENCO is.
- Role of the SENCO 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 SENCO 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 SEN (2001) to identify and provide for children with SEN/disabilities. We routinely monitor children's progress, when a child with SEN/disabilities 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. If a child still makes little or no progress or is working a level substantially 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 SENCO, parents and child, (when appropriate). Appendix 2 contains a flow diagram of the Graduated Response
- We ensure that children with SEN/disabilities 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 evenings.
- 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.

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 **Equal Opportunities, Equality and Diversity, Recruitment and Retention, Staffing and Employment Policies**.
- 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 ILP and the effectiveness of personalised provision is reviewed every half-term
- If a concern is raised by a key worker/member of staff about a child's development, it is discussed with the SENCO 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.
- We liaise with parents/carers, 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 SENCO 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.