

# EMMANUEL CHURCH NURSERY SCHOOL

## SPECIAL EDUCATIONAL NEEDS / DISABILITY AND INCLUSION POLICY

### Statement of intent

We provide an environment in which all children are supported to reach their full potential.

### Aims

- We have regard for the DfES special educational needs and disability (SEND) support system as set out under the Children and Families Act 2014.
- We ensure that the Special Educational Needs and Disabilities of children are identified, assessed and provided for through a range of strategies.
- We create an environment that meets the Special Educational Needs and Disabilities of each child.
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs & disabilities (SEND).
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

The legal framework of this policy is:

- The Children and Families Act 2014
- Special Educational Needs and Disabilities Code of Practice 2014
- Statutory Framework for the Early Years Foundation Stage 2014

## Methods

- We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give his / her name to parents. Juliet Bugg
- We outline our provision for children with SEND under Surrey's local offer.
- We provide a statement showing how we provide for children with SEN/ disabilities.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We focus on a person centred outcome and provide a differentiated curriculum to meet individual needs and abilities.
- We work closely with parents of children with SEND to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEND and their families, including transfer arrangements to other settings and schools.
- We have regard for the Surrey Early Help strategy by aiming to provide help and support as soon as a problem emerges.
- We have regard for Surrey County Council's Banding Matrix in identifying provision required to support children with Additional and Special Educational Needs and Disabilities.
- We use the graduated response system for identifying, accessing and responding to children's special educational needs and disabilities. This may involve an Individual Support Plan, Pathway Plan, Early Help Assessment or Educational, Health and Care Plan.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual support plans (ISP's) for children with SEND.

- We ensure that children with SEND disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We provide a broad and balanced curriculum for all children with SEND.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEND.
- We provide resources (human and financial) to implement our SEND policy.
- We ensure the privacy of children with SEND when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer e.g. Makaton trained staff.
- We ensure confidentiality is maintained at all times.

# EMMANUEL CHURCH NURSERY SCHOOL

## EQUALITY AND DIVERSITY POLICY

### Statement of intent

Our pre-school is committed to providing equality of opportunity and anti-discriminatory practice for all children and families.

### Aim

We aim to:

- Provide a secure environment in which all our children can flourish and in which all contributions are valued;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about different ethnic groups and people with disabilities;
- Improve our knowledge and understanding of issues of equality and diversity and;
- Make inclusion a thread which runs through all of the activities of the pre-school.

The legal framework of this policy is:

- Race Relations Act 1976;
- Race Relations Amendment Act 2000;
- Sex Discrimination Act 1986;
- Special Educational Needs and Disability Act 2001
- Children and Families Act 2014
- Equality Act 2010

## **Methods**

### *Admissions*

- Our pre-school is open to all members of the community.
- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We do not discriminate against a child with a disability or refuse a child entry to our pre-school because of any disability.
- We ensure that all parents are made aware of our equal opportunities policy.
- If required, we will develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the pre-school and in the curriculum offered.

### *Employment*

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service. This ensures fairness in the selection process. All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.
- We ensure that all staff act as positive role models to the children.
- We provide a complaints procedure for both parents and staff.

## *Training*

- We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality and diversity.
- We ensure the effectiveness of our SEN / disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We monitor and review our policy annually.
- 

## *Children with special needs are:*

- Welcomed appropriately
- Valued and their individuality acknowledged, helping them to feel good about themselves
- We seek information from parents about the child's routines, likes and dislikes
- We adapt activities to enable children with special needs to take part
- We ensure all staff are aware of individual children, giving consistency of care
- We ensure that there are suitable arrangements for outings
- We ensure there is specialist equipment if needed
- We encourage children's confidence and independence
- We look at ways that other children's awareness might be raised. For example - positive images of disability in books and toys
- We consider any risk factors
- 

## *Curriculum*

The curriculum offered in the pre-school encourages children to develop positive attitudes to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Making the children feel good about themselves;
- Ensuring that children have equality of access to learning;
- Reflecting the widest possible range of communities in the choice of resources;
- Avoiding stereotypes or derogatory images in the selection of materials;
- Celebrating a range of festival;
- 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 special education needs and children with disabilities: and
- 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 their everyday life into the pre-school.
- We encourage parents / carers to take part in the life of the pre-school and to contribute fully.
- For families who have a first language other than English, we value the contribution their culture and language offer.
- We offer a flexible payment system for families of differing means.
- 

### *Food*

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, cultural approaches to mealtimes and eating and to respect the differences among them.
-

## *Meetings*

- Information about meetings is communicated in a variety of ways - written, verbal and in translation (if required) - to ensure that all parents have information about meetings.