

LITTLE STARS NURSERY POLICIES

Caesars Way, Folkestone, Kent. CT19 4AH

Telephone 01303 277773

EQUALITY and INCLUSION POLICY

Statement of intent

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

"We believe inclusion underpins every aspect of nursery life"

Little Stars Nursery aims to provide equality of opportunity ensuring positive attitudes to diversity and difference so that every child is included and not disadvantaged working in line with the Early Years Foundation Stage 2014, Special Educational Needs and Disability Code of Practice :0-25 years (2014) and Equality Act 2010.

At Little Stars we value and respect all ethnicity, culture or religion, home languages, family background, learning difficulties or disability, sexuality gender and ability. Each child is valued as an individual, without gender stereotyping and has the opportunity to experience a challenging and enjoyable programme of learning and development whatever their ability. Any inappropriate attitudes and practices will be challenged and the children will be encouraged to value and respect each other and their property.

All play equipment is selected to show positive images of all races, cultures, languages, disabilities, family backgrounds and to avoid racial or sexist stereotyping. A wide range of meaningful contexts are provided in which children have opportunities to develop English.

We recognise the need of early identification of children with Special Educational Needs and Disability (SEND) and adopt clear and open procedures which involve working in partnership with outside agencies and other educational / health professionals to provide the highest level of support, guidance and training for staff, children and their families.

We accept the need to monitor our Equal Opportunities practice and amend and update it by means of regular meetings and discussion.

Inclusion incorporates children as well as the rights of parents/carers, students and all staff. It includes individuals with special educational needs and/or a disability, as well as those from minority ethnic groups; Travellers; and any other diverse cultural groups. It also includes those with English as an additional language and Children in Public Care (Looked after Children). Those with specific medical needs; suffering from low self- esteem; or experiencing mental health difficulties are also included. It also incorporates the rights of the child and equal opportunities, as well as any other groups at risk of exclusion or social exclusion.

Aims

- To recognise the importance of parents/carers and families in the life of every child.
- To actively try to seek the views of children and families and value their contribution.
- To promote access for all children to the same range of services, facilities, curriculum and resources.
- To provide a range of stimulating fun and creative activities which are both age and ability appropriate and in line with Early Years Foundation Stage 2014.
- To increase awareness of special needs, minority groups and groups that can be discriminated against.
- To encourage both adults and children to have a positive self-image.
- To create a friendly and caring setting.
- To challenge unacceptable language, actions or beliefs, that may be prejudicial or exclusive to others.
- To recognise the early identification of children with Special Educational Needs and Disability (SEND) and to adopt clear and open procedures (please see our Special Educational Needs and Disability Policy).
- To work closely with parents who are fully involved in all decisions that affect their children's education.
- To provide, within available resources and the appropriate support, the highest possible quality support and inclusive education for children with SEND.
- To work in partnership with outside agencies and other educational / health professionals to provide the highest level of support, guidance and training for staff, children and their families.

Purpose

- To meet the individual needs of children in our setting.
- To ensure that Inclusion and Equal Opportunities are put into practice.
- To raise quality and standards.
- To recognise the rights of the child.
- To encourage parent/carers to use the provision.
- To increase awareness.

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Special Educational Needs and Disability Policy

The staff of Little Stars Nursery has regard to The Special Educational Needs and Disability Code of Practice (SEND) 2014 incorporating, The Early Years Foundation Stage (EYFS) 2014, The Equality Act 2010 and The Children and Families Act 2014

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children/ young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. (Children and Families Act 2014)

Implementation of the policy

We have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in our care. We offer an open session prior to starting the setting, to give children and families the opportunity to talk about any needs or arrangements/ professionals in place for their child.

We use a graduated approach which is led and co-ordinated by the setting SENCO working with and supporting the child’s key person and informed by EYFS materials, the Early Years Outcomes guidance and Best Practise Guidance.

We train our staff to be alert to emerging difficulties and respond early. Parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child’s development. They should also listen to and address any concerns raised by children themselves.

The role of the SENCO is to ensure:

- All practitioners in the setting understand their responsibilities to children with SEN and how to implement our approach.
- Advise and support colleagues.
- Ensure parents are closely involved throughout and that their insights inform action taken by the setting.
- Liaise with professionals or agencies beyond the setting.
- Any related staff development needs are identified and addressed as appropriate.

Progress check at age two

When a child is aged between two and three, the key person reviews progress and provides parents with a short written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development. This progress check identifies the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) practitioners develop a targeted plan to support the child, involving other professionals such as, for example, the setting's SENCO or the Area SENCO, as appropriate.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, the key person will consider all the information about the child's learning and development from initial assessments, key person observations and from any other detailed assessment of the child's needs, in particularly considering a child's progress in communication and language, physical development and personal, social and emotional development.

Assessing

The key person, working with the setting SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to the child's need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Planning

Where it is decided to provide SEN support and having formally notified the parents, the Key person and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the

outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge.

The Key Person remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the key person in assessing the child's response to the action taken, and advising on the effective implementation of support.

Reviewing

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. This should be evaluated by the key person and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development.

Parents should have clear information about the impact of the support provided and be involved in planning next steps.

Involving specialists

Where a child continues to make less than expected progress, despite evidence based support and interventions that are matched to the child's area of need, practitioners should consider involving appropriate specialists, for example, health visitors, speech and language therapists, portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists should be taken with the child's parents.

Requesting an Education, Health and Care needs assessment

Where, despite us having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care needs assessment in line with the SEND code of practice with help from other agencies as required.

Record keeping

We will maintain a record of children under the specialist care as required under the EYFS framework. Such records about children will be available to their parents and include how the setting supports children with SEN and disabilities.

Transition to school or another setting.

SEN support includes planning and preparing for transition. To support the transition, information will be shared by us, the current setting, with the receiving setting or school. We, the current setting, will agree with parents the information to be shared as part of this planning process.

Keeping provision under review

We aim to regularly review and evaluate the quality and breadth of the support we offer or can access for children with SEN or disabilities. We will work in partnership with other local education providers to explore how different types of need can be met most effectively

SENCO: Kathryn Marsden