

Equality and Diversity Policy

Equality of opportunity requires that everyone has an equal chance to develop themselves to their full potential and be safe and free from harm.

Children, families, staff, students and visitors should be treated fairly regardless of race, religion, cultural background or abilities.

We believe in the principles of democracy, the rule of law, individual liberty and mutual respect. These values are not unique to Britain but are universal aspirations for equality. As such they are fundamental in helping children become compassionate, considerate adults who form part of a fair and equal society.

The Early Years Foundation Stage provides a solid foundation to encourage a child's understanding and acceptance that we live in a diverse society with many different cultures and lifestyles. The Early Learning Goal (Understanding the World), clearly states that..... 'children talk about past and present events in their lives and the lives of family membersthey know about similarities and differences between themselves and others, and amongst families, communities and traditions.

To be read in conjunction with the nursery Admissions Policy.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 2.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Keypersons	3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning and development

Equality in respect of Special Educational Needs and/or Disabilities (SEND)

(A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them e.g. that which is additional to or different from that made generally for other children)

Our Policy

We support children with special educational needs and/or disabilities by providing an environment in which all children are supported to reach their full potential.

- We comply with the Statutory Framework for the Early Years Foundation Stage and the Equality Act 2010.
- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We ensure our nursery is inclusive to all children with special educational needs.
- We support parents and children with special educational needs and disabilities.
- We identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of SEN strategies.
- We work in Partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make reasonable adjustments.
- We have a designated Special Educational Needs Coordinator (SENCO)

Identifying Children with Special Educational Needs and Disability

- Parents **MUST** provide clear information about any already identified special needs or disabilities prior to admission. This enables a positive partnership and ensures a successful transition plan is put into place.
- Each child has a key person who works closely with each child and the family and may identify further individual needs.
- On-going observational assessments are made of all children and are linked to the Early Years Outcomes and Development Matters ages and stages of development (as outlined in the Statutory Framework for the Early Years Foundation Stage).
- We undertake an 'integrated review' which supplies parents/carers with a short written summary of their child's development.
- Reports from health care professionals may identify a child's individual needs and we will include these in your child's learning and development.

Supporting Children with SEND

- Our SENCO will work with all our staff to ensure provision is relevant and appropriate.
- We use the 'graduated approach system' for identifying, assessing and responding to children with special educational needs. This means using a step-by-step response through the various levels of intervention which are Discussion of a Concern, Targeted Support, Specialist Support and Education, Health and Care Plan (EHC).
- We access additional support from other professionals where necessary.
- Our SENCO will explain how children's individual needs can be met by planning support using a written Individual Provision Map (IPM), Support Plan, EHC, or Health Care Plan.
- The keyperson, with support, will oversee the IPM targets.
- IPM targets will be reviewed and new ones planned by a child's Keyperson, SENCO and parents and where possible with other professionals.
- Our SENCO will work with all other staff to ensure implementation of the IPM and subsequent continuity of care and education by everyone.
- We ensure that parents are informed at all stages of assessment, planning, provision, monitoring and review of a child's progress.
- A child's Individual Learning Journey Folder is available for parents to view at any mutually convenient time.
- Our SENCO has completed specific SENCO training and undertakes continuing professional development to keep up to date.
- Staff have attended training linked to specific needs and will attend further courses if required.

Accessibility of the environment

- Disabled access is via main entrance door and side door.
- Resources are easily accessible to children.
- We will explain the limitations of the building and, after a risk assessment, could make reasonable adjustments where necessary.

Working with other Professionals

- We have regular contact with the County Area SENCOs
- We welcome partnership with any other professional that may be involved with a child.

Further Information

- The Keyperson is always available for advice and support in the first instance. There is a list of every child and who their Keyperson is in the corridor.
- Our Manager and SENCO are also available to offer advice.
- We can signpost parents to other professionals that may be able to help such as health visitor, speech and language therapist, children's centre and others.
- If a child's need has been referred to a specific team we will be able to support parents in accessing their services.
- We work closely with Worcestershire Inclusion Support Team

Moving on to School/or another setting

- We hold transition review meetings to plan transition for a child into school/setting. As well as parents and pre-school staff, these could include foundation stage school teachers, school SENCo, receiving setting staff and relevant professionals.
- We share all documentation such as IPMs, Support Plans, early years assessments, observations and summer achievement documents
- We invite receiving school/setting to visit Abacus to familiarise and observe the child and to share information in partnership with parents.

We operate an open door policy and all staff welcome families to visit our Nursery. We will aim to work together to include any child with Special Educational Needs and Disabilities.

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