

PRE-SCHOOL AT ST SAVIOURS

Inclusion Policy including SEND and Equality of Opportunity

Statement of intent

Our setting is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. We also provide an environment in which all children are supported to reach their full potential

We have regard for the Children and Families Act and the SEND Code of Practice 2014 the requirements for making reasonable adjustments to make our premises as accessible as possible.

We have wheelchair access to the premises and the outside play area.

We would provide appropriate equipment for the child's needs.

Our Aims

We provide quality and consistency in our setting so that every child makes good progress and no child gets left behind. We do this by offering advice and support on extending learning at home through our Key Person system and SENCO. We carry out two year old progress checks for all two year olds. All children are observed and tracked via their Key Person and recorded in the child's Learning Journey. In the Autumn and Summer Term we issue Summary and Future Planning reports for each child. Two weeks after a child starts at the setting a 'Starting Point' assessment is written up and kept in their Learning Journey.

We share progress and possible concerns with parents from the time the child starts at the setting. Before a child starts with us, they will attend taster sessions where information about that child is collected. We share information with parents, regularly. We process any information from EHA (formerly CAF) forms, and any other outside agencies to access a child's individual needs. We do this in line with the GDPR 2018 Law.

Before a child starts at Pre-School we discuss with parents/carers about their child's routines, likes and dislikes as well as any other professions involved with the child to form a detailed picture.

We differentiate activities and our environment so that all children can take part. This is done from information that is obtained from parents and from observations made by the child's Key Person.

We make sure there are suitable resources if needed. We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable children to flourish.

We support bilingual families and ensure inclusion for all groups by obtaining key words in the child's first language that the staff can use to communicate with the child if necessary. Picture timetables are used to help the child understand our routines. Information to parents can be given verbally as well as in the written form if necessary.

We meet the safeguarding and welfare requirements as outlined by Surrey and the EYFS, these are in place to keep children safe and promote their welfare.

We make appropriate arrangements for outings ensuring access and suitability for every child.

We encourage children's confidence and independence and support for a child's overall wellbeing by having an Administering Medication Policy in place to accommodate a child's medical requirements. All intimate care would be given in accordance to the child's individual need. Any additional staff training would be sourced if it was required.

We also:

- 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 gender roles, diverse ethnic and cultural groups and people with disabilities;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all the activities of the setting.

We use the two-year check information to action any support a child may need in their future provision. This is done through the child's Key Person and SENCO.

We support transitions to other settings by contact being made to the new setting's SENCO to discuss the child's needs. Meetings are set up with the new setting, the parent/carer and the child's Key Person to discuss and draw up plans for the best way to support the child when he/she first starts.

BRITISH VALUES

We believe in Fundamental British Values which are embedded in our practice.

Democracy

Rule of Law

Individual Liberty

Mutual respect and tolerance for those with different faiths

We think of 'Democracy' where everyone is treated equally and has equal rights. 'Rule of Law' is about teaching that rules matter and to manage feelings and behaviour. For 'Individual Liberty' we focus on children's self-confidence and self-awareness and people and communities. Finally, 'Mutual respect and tolerance' is where we treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour and form relationships with others.

The legal frameworks for this policy are:

- The Children & Families Act 2014
- The Children Act 1989 and 2004 and 2006
- Race Relations Act 1976 and amendment 2000
- Sex Discrimination Act 1975 and 1986
- Equal Pay Act 2010
- Disabled Persons Act 1986
- Disability and Equality Act 2010
- Human Rights Act 1998
- Education Act 2011
- Special Educational Needs Code of Practice & Disability Code of Practice 2014

- Race Equality Act 2010
- The Human Rights Act 1998 and amendments 2000, 2001, 2004, 2005.
- Statutory Framework for the Early Years Foundation Stage, 2012, 2014]
- Every Child Matters – Change for Children 2004
- Safeguarding Vulnerable Groups Act 2006
- Working together for safeguarding children 2010
- Sex Discrimination (Gender Reassignment) Reg 1999
- Data Protection Act 2018
- Convention on the Rights of the Child, UNICEF 1989
- Freedom of Information act 2000
- We are committed to working with parents and other agencies to ensure the best outcome for the child.

Methods

Admissions

Our setting is open to all members of the community.

- We advertise our service widely, through websites, posters leaflets etc.
- 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 when required.
- We have a Confidentiality Policy.
- We base our admissions policy on a fair system (see admissions policy). All parents are asked to read a copy of the admissions policy before their child starts at the setting.
- We ensure that all parents are made aware of our Inclusion policy including SEND and Equality of Opportunity.
- We do not discriminate against a child or their family, or prevent entry to our setting, based on colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to our setting because of any disability.
- We are inclusive but we do limit the number of spaces for children with Special Needs to ensure we can fully support them and the mainstream children that attend Pre-School at St Saviours.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We act against any discriminatory behaviour by staff or parents. Displaying of openly racist insignia, distribution of racist material, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.
- We provide verbal and written translation of paperwork for any family that requires it.

Employment

- Posts are advertised through local press and adverts being placed in the local community. All applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to two 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.
- Staff are required to follow our 'Company Rules and Policies' these rules and policies are attached to the staff employment contracts.
- It is the responsibility of Sally Martin and Jeanette Samuel to ensure that Inclusion Policy including SEND and Equality of Opportunity is implemented, and its effectiveness regularly monitored.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for Inclusion Policy including SEND and Equality of Opportunity.
- 'Safer Recruitment' training has been undertaken and the training has been implemented when recruiting new staff.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as 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 children feel valued and good about themselves. We encourage the children to talk individually and tell stories of their lives during circle time and celebrate with all the children the stories that are told.
- ensuring that children have equality of access to learning, so every child makes good progress and no child gets left behind.
- recognising the different learning styles of girls and boys, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual 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 hurtful and unacceptable, through individual discussions and circle time.
- ensuring that the curriculum offered is inclusive of children with special educational needs and disabilities, through observations and planning.
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages. This is done through discussions with the child's family and accessing material in their home language that we can use in the setting.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully eg through volunteering.

- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support, this can be termly, half termly or weekly.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met. This is done through our 'Enrolment forms' filled out when the child starts the setting and yearly 'detail update' forms, plus close liaison with the families.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them. This is done through snack time, role play and when we celebrate different cultural events.

Special Educational Needs and Disability (SEND) policy

Statement of intent

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

We designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give her name to parents. **Our SENCO is Kayleigh Parsons.**

She adheres to the SEND Code of Practice (CoP), for identification and assessment of special educational needs.

The SENCO has the overview of the children in our setting who have identified needs and make sure that these needs are being met. Along with the child's Key Person accurate records are kept and develop partnerships with other professionals and the family. The graduated response as outlined in the COP is followed and in consultation with parents.

Our Behaviour Lead is Sally Martin and we also have a Behaviour Policy. All children are allocated a Key Person.

We use the information from the 2 year check and Early Help Assessment to identify and record a child's needs by

- Sharing information with parents
- Observations made by the child's Key Person
- Outside agencies are consulted/brought in if and when required

Aims

We have regard for the Children and Families Act and SEND Code of Practice 2014 requirements for making reasonable adjustments to our premises/facilities to ensure they are accessible to all.

We have wheelchair access to the premises and the outside play area
We would provide the appropriate equipment for the child's needs.

We differentiate activities and our environment so all children can take part.

We provide practitioners to help support parents and children with special educational needs and disabilities (SEND).

We identify the specific needs of children with SEND and meet those needs through a range of strategies.

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.

We contribute information regarding the service we provide to the Local Authority.

Methods

We ensure that the provision for children with SEND is the responsibility of all members of the setting. If necessary, we would deploy a member of staff for 1:1 support. This member of staff's job description would reflect this difference in role and would be written in accordance to the child's needs. Each child has a Key Person who along with the SENCO oversees all support the child receives and can discuss concerns and targets/support strategies with the parents on a regular basis.

We ensure that our inclusive admissions practice ensures equality of access and opportunity. See to our Admissions Policy.

We ensure that our physical environment is as far as possible suitable for children with disabilities.

We work closely with parents of children with SEND to create and maintain a positive partnership. We ask parents to fill-in an 'All about me' and one page profile form to increase our knowledge of each child. Also, we have regular informal and formal meetings with parents to share information.

We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.

We seek support from our Early Education and Childcare Officer and other professionals such as Speech and Language Therapists etc. where necessary with the permission of the parent, who will advise strategies to help support children with additional needs and their families including transfer arrangements to other settings and schools.

We use the graduated response system for identifying, assessing and responding to children's special educational needs. This is done through observations and Graduated Response.

We provide a broad and balanced curriculum for all children with SEND.

We provide a differentiated curriculum to meet individual needs and abilities.

We use a system of planning, implementing, monitoring, evaluating and reviewing Individual Support Plans (ISP) for children and SEND.

We ensure that children with SEND are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

We use a system for keeping records of the assessment, planning, provision and review for children with SEND. Ann Locke profiles maybe used as an assessment tool.

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 such as Inclusion and Code of Practice Training.

We raise awareness of any specialism the setting must offer.

We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. ISP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated evaluated and reviewed annually.

We provide a complaints procedure. Any complaints should be reported to the Manager/Person in charge.

Children that attend maybe entitled to extra support; this will be paid for by Surrey County Council depending on the level of need needed. This support will be for part or some of the 15 hours Early Years Free Entitlement (EYFE). If a child's hours exceed the 15 hours this extra support is paid for by the parent/s plus the Fees normally charged by Pre School at St Saviours.

Confidentiality

Personal records

- All personal records, signed consents, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns are confidential.
- These confidential records are stored in a lockable file or cabinet and are kept secure by the person in charge in lockable cupboard.
- Parents have access, in accordance with the access to records procedure, to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- All staff are given a copy of the SEND Policy and asked to read it and sign to say they have understood its content.

Signed on behalf of the Partnership
October 2020

Jeanette Samuel - Partner