

Inclusion Policy including SEND and Equality of Opportunity

Flying Start Pre-school

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind

generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or

(b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of the language of their home is different from the language in which they will be taught.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) comes into force on 1st September 2014. The new SEN Code of Practice 2014 also accompanies this legislation.

The changes in the SEN Code of Practice have been introduced to emphasise the importance of an early response, identifying emerging difficulties, involving parents in decision making, improvement of collaboration between education, health and social care. It is intended to improve the current system by introducing a single assessment process for education, health and care. SEN statements will be replaced with an 'education, health and care plan' (EHCP) for children and young people with SEN aged 0 to 25.

At Flying Start we promote an inclusive practice whereby we endeavour to provide all children with a caring, safe and stimulating environment where children are supported to reach their full potential. We strive to support children to achieve the 5 Every Child Matters outcomes which include being healthy, being safe, enjoy and achieve, make a positive contribution and achieve economic well being. (Dfes)

At Flying Start Pre-School, we believe every child has the right to be treated equally, to feel valued and free from discrimination and to have an equal opportunity to learning.

Flying Start Pre-school recognises that the Equality Act 2010 and the Children and Families Act 2014 share a common purpose, to remove barriers to learning.

Our Aim:

- To value and to treat every child equally
- To identify any barriers to inclusion
- To identify needs through early intervention and putting in place strategies to support a child's needs
- To ensure that parents and children are at the centre of decision making
- To ensure that every child receives a broad and balanced curriculum based on the Early Years Foundation Framework and support each child in achieving their full potential
- To have regard to the Equality Act 2010 and Disability Discrimination Act (2005) for making reasonable adjustments to our premises/facilities to ensure equality of access to all children.

The staff at Flying Start are committed to equality and recognises that children's attitudes towards each other are established in these early days. All children are encouraged to learn about and celebrate differences, respecting others and their diversity.

Resources:

We have a variety of resources to give children a balanced view of the world and an appreciation of the rich diversity of our multi-cultural society and to support children with SEND. Resources will be selected to help children develop their self respect and to respect other people by avoiding stereotypes and by using images and words which reflect positively the contribution of all members of society. Flying Start will do its best to ensure that children with SEN are given opportunities to learn and develop alongside their peers, in order to achieve the Early Learning Goals set out in the EYFS. Within our group weekly planning, we plan for each individual child to further their development and ensure they move onto their next steps.. Though we acknowledge that not all children with a disability have a special educational need we have regard for the Equality Act 2010 and will make reasonable adjustments to include all children and their families.

Some of our resources include:

- Signs in a variety of languages,
- Signs to provide visual clues and support visual timetables

- From SENCO network meetings, training and contact with professionals we have an Occupational therapist file, speech and language file, Makaton file and a Senco file. (Available for both staff and parents to support their children's development).
- Multicultural foods from around the world
- Assorted cooking equipment including Indian Platter and Balti dishes, Chinese chopsticks, woks and bamboo steamers
- Multi-cultural dressing up : Indian Sari's, Egyptian Galabeyas, African print Kaftans/Boubous, Spanish Flamenco dresses, Chinese Cheongsam outfits.
- Jigsaws including images of different races and abilities
- Story and factual books on how to value diversity and differences
- Puppets and dolls of various skin tones and genders
- Play people sets from around the world
- Play people sets of differing ability
- Light room with LED equipment
- Sensory Garden
- 'Samson' (persona doll) to tell stories and promote discussion and thought on personal and social situations and attitudes. We will support our rule 'we are kind to each other' and endorse how to value and respect each other.

We have a named Senco – Natasha Trowbridge

The Senco's role is:

- To identify a child's strengths and needs and put in place strategies to support a child's wellbeing, learning and development
- To communicate and fully involve parents, valuing their knowledge and expertise. We offer an open door policy and parents are welcome to discuss their child's needs at a mutually convenient time
- To provide parents with information on sources of independent advice and support including the local offer
- To oversee the planning of a child's learning and support
- To ensure Individual Support Plans are in place
- To monitor and review any action taken to support a child
- To liaise with staff and outside professionals enabling early identification and intervention
- To complete Early Help Assessment when needed *
- To advise and support other practitioners in the setting. Each child is allocated a key worker. Daily observations of children are made and any concerns that arise will be discussed with the Senco
- To ensure that information is recorded and collected for Education, Health and Care Plans (EHCP, previously known as a Statutory Statement)
- To attend SEN training and regular forums

- To attend meetings with professionals and provide support to families and information relating to a child and their needs eg., at an annual EHCP meeting
 - To liaise with SENCos' in receiving schools and to assist a smooth transition from one school to another
- * The Early Help Assessment builds on the principles of the CAF. It is consent based assessment and builds on the strengths and needs of children, young people and families. It supports the sharing of information between agencies and improves joint working and communication. It can be used effectively to holistically assess the whole family and agree a family action plan with the lead professional. (surreycc.gov.uk)

Children with a Special Educational need may require support in the following four broad areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Flying Start Pre-School implements a single graduated approach to identifying and supporting children with special educational needs, with four stages of action: assess, plan, do and review.

Assessment:

- We will endeavour to identify the specific needs of children with SEN and meet those needs through a range of SEN strategies.
- Parents are informed at all stages of the assessment, planning, provision and review of their child's education
- All children within the nursery will be observed and assessed regularly to underline any areas of concern in all developmental areas.
- Each child is allocated a key person who completes a 2 year old developmental check and then a termly development tracker and check covering all 7 areas of development. This helps identify areas of a child's development which may require extra support and further assessment. Practitioners review a child's progress against the EYFS Framework and will share a summary with parents at the termly meeting.
- If we feel there are any areas of concern we will approach the parent to discuss their child's progress and arrange a meeting at a convenient time
- All relevant information will be gathered by the Senco from the child's key worker and parents

- We will initially use “Play Helps” to develop the areas of concern and monitor progress through these and observations
- We will start an “Ann Locke” development checklist and contact our Early Years Improvement advisor.

Plan & Do:

- The Senco will work in partnership with parents and professionals
- The Senco will gather all information provided by staff, parents and child to implement an Individual Support Plan (previously Individual Education Plan) to support the child’s learning
- Specific targets will be set based on a child’s strengths and needs. A child’s key worker will plan activities around these targets

Review:

- The Senco will monitor, evaluate and review the Individual Support Plan every six weeks and parents will be invited to discuss and plan new targets or next steps. If there is little or no improvement in a child’s progress, a referral may be made with parental permission. Specialist help may include professionals such as Speech and Language Therapist, Occupational Therapist, REMA, Physical and Sensory Support Service, Educational Psychologist and Children’s Services.

Our Admissions Policy states that all children will be admitted regardless of racial origin, religion, culture, diversity of background, gender and those with learning difficulties and disabilities. Parents are asked to complete a section in our Registration Form “does your child have any special needs or disability that we should be aware of and any specialist care/equipment that they may need”. Parents are invited to view the nursery and this provides a good opportunity for parents and staff to discuss their child’s needs.

We are able to access Inclusion Grants, Discretionary Funding and The Adaptation Fund from Early Years, if we require it. Access into the nursery is through double doors which provide wheelchair access.

A meeting with parents can be arranged to discuss in advance what a disabled child may require prior to starting at Flying Start nursery so that necessary adjustments can be made to prevent any disadvantage to that child. Bi-Lingual forms will be given to the families of new children who do not use English as their first language, to help support their transition into the setting. The contact centre on 03456 009009 will provide the service of translation should the occasion arise through REMA.

Transition:

Transition forms will be completed and Transition Meetings set up, including parents, the receiving setting and all the outside agencies involved with the child prior to leaving.

Other policies that may overlap with this policy and procedures are:-

Registration forms

Training and development Policy

Promoting Children’s Welfare Policy

Recruitment Procedures and Policies

Further Information:

Children and Families Act 2014

Equality Act 2010

Special Educational Needs and Disability Code of Practice : 0-25 years

Flying Start Pre-School Local Offer

Early Years Foundation Stage

This policy was adopted on	Signed on behalf of the nursery
<i>07/01/2024</i>	<i>Sarah Maynard</i>