

Inclusion Policy including SEND and Equality of Opportunities



Statement of Intent

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability, or disability.

At Buckles and Bows we believe in celebrating children's diverse individual needs, we promote an atmosphere that supports children in every area of their development and by promoting a reflective practice we are continually adapting and making positive changes to further support all of the children in our care.

We aim to support every child's self-esteem and self-confidence so that they can develop with a positive outlook upon themselves. We promote children's self-esteem and self-worth through an encouraging learning environment where the activities offered to children are tailored to meet their current needs but can be extended to challenge them further in their learning through play.

Aims

To ensure compliance with the Children and Families Act 2014 and The Special Educational Needs and Disability Regulations 2010 our aims are:

To ensure that all of the children in our care can have full access to every area of the learning environment, and to differentiate planning and the learning environment accordingly to meet the needs of individual children.

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and 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 disabled people
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- make inclusion a thread that runs through all the activities of the setting
- To ensure that all children have equal opportunities to part take in all activities at Buckles and Bows Pre-school Nursery.
- To ensure that all special educational needs are identified early.
- To promote multi-agency working to best support children with SEND, to

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Work closely with parents and families to ensure the best possible outcomes for the child.

- To ensure that all children's views, feelings, opinions, and voices are valued, respected and listened to.
- To ensure that we continually plan, assess, and reflect on children's needs.

The legal framework for this policy is:

- The Children and Families Act 2014
- The Special Educational Needs (personal Budgets) Regulations 2014
- 0-25 Special Educational Needs and Disability Code of practice 2014 (0-25 SEND code of Practice)
- The Equality Act 2010
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986
- Children Act 1989, 2004
- The Special Educational Needs and Disability Regulations 2014

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IDENTIFYING SPECIAL EDUCATION NEEDS

A person has Special Educational Needs if they have a learning difficulty or disability which means they need special educational support. Disability is when a person has a physical or mental difficulty which has a significant and long-term effect on their ability to carry out activities. This can include a long-term illness.

All children are individual and will develop at different rates. Schools and early years settings (such as nurseries), have a responsibility to identify children with SEND, sometimes with the help of outside specialists. Health or care professionals can also identify SEND.

In line with the new SEND Code of practice 2014, our pre-school uses the following four categories to identify the needs of an individual child with Special Educational Needs:

- Cognitive and Learning Difficulties
- Communication and Interaction Difficulties
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Difficulties

At Buckles and Bows we aim to create positive relationships with parents and children, we adopt the key person approach (see key person policy) to allow us to support the children by recognising their individual needs through ongoing assessments using trackers, observations, Anne Locke forms, and SEND Support Plans (SSP's) which are reviewed half termly . We work closely with multi-agency professionals such as Speech and Language Therapists to provide a bigger picture of the children accessing support.

Identifying a special educational need can be found in the Code of Practice 2014, here are some examples of specific needs of some children however they are not labelled as a Special Educational Need,

- Disability: In line with the Code of Practice 2014, Buckled and Bows has a duty to make "Reasonable Adjustments" for children with a disability. This does not alone constitute a Special Educational Need.

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Other examples of needs that are not constituted as SEN -

- EAL (English as an Additional Language).
- Being in receipt of Pupil Premium Grant/ Feet Funding.
- Being a Looked After Child.
- Being a child of a Serviceman/woman.

A GRADUATED RESPONSE

The Graduated Response document is followed and used closely when completing a child's SSP. (<https://www.surreylocaloffer.org.uk/>)

In line with the SEND 2014 Code of Practice Buckles and Bows organises support in the form of a four part cycle.

“Where a setting makes special educational provision for a child with SEN they should inform the parents and a maintained nursery school **must** inform the parents. All settings should adopt a graduated approach with four stages of action: assess, plan, do and review. “ 5.38 P86

- 1- **Assess** – Building evidence through Trackers, Observations, Speech and Language Audit, Anne Locke
- 2- **Plan** – SEND Support Plan (SSP) outlining desired outcomes for the child. Using professionals input where necessary.
- 3- **Do** – put the plan into practice on the planning, inform staff team and encourage parents to implement at home as well if appropriate.
- 4- **Review** – 6-8 weeks or sooner if outcomes are met, always agreed with parents when new targets are added to Plan.

This ensures that there is a clear process, which helps us, identifies barriers to development and can help us to identify individual needs.

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Our Methods-

- Assess, Plan, Do and Review, at Buckles and Bows we ensure that we are constantly referring to the code of practice by being continually reflective to allow us to obtain a broader picture of each child's development.
- The designated SENCO Manager is Emma Huskinson. She is responsible for all children with SEND to make sure that their SSP's are up to date and are supporting and developing each individual.
- The SENCO will provide support and guidance to the rest of the staff with any issues or queries regarding SEND and will share any guidance from training she has attended.
- The SENCO will work closely with multi-agency professionals and refer the child where necessary and use information to complete children's SSP's and to share information regarding the child with SEND but will maintain confidentiality at all times (see safeguarding policy).
- The SENCO will apply for funding in order to provide resources and support for our SEN children whilst they attend nursery, helping them to develop and reach SSP outcomes.
- The statutory requirements for the SENCO are the same in the new code of practice 2015, however the code of practice does offer further information regarding SEN for the SENCO to share and use in their settings "NASEN provides an SEN Gateway that enables access to a broad range of materials and support services across the range of SEN (www.sendgateway.org.uk)."
- Buckles and Bows will provide intimate care if needed for children with SEND, ensuring that the care offered supports their emotional well-being and privacy is being considered and protected (see intimate care policy)
- We use a system for the record keeping of planning, assessment and reviews regarding to children with SEND.

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SUPPORTING PUPILS AND FAMILIES

Surrey's Send Local Offer- The local offer is a website by Surrey county council, it can be viewed at <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page> and is the home of links for all SEND purposes, it enables parents, carers and young people to access information to the services on offer to them.

- The new SEND '14 Code of Practice is explicit in its intention that all parties should work co-productively to plan for desired outcomes for individual children.

We work closely with many outside agencies and the Parent Partnership Team will provide impartial support if needed.

- We work closely with parents to gain a better understanding of the child's development, using the parent's idea and suggestions to inform our planning and SSP's.
- We consider the parents views at every opportunity regarding to all children in our care.

MANAGING PUPILS WITH MEDICAL NEEDS

Buckles and Bows recognises that children with medical needs should be fully supported so that they have full access to the EYFS (2017) Some children with medical conditions may have a disability and where this is the case, Buckles and Bows will comply with its duties under the Equality Act 2010. Some children may have special educational needs and may have a statement or Education Health and Care Plan (ECHP), which brings together health, and social care needs as well as the special educational provision and the SEND Code of Practice (2014) is followed. Children with Medical Needs will have a Treatment Plan drawn up which will be stored in Nursery and shared with relevant staff.

Reviewing children with SEN

- Buckles and Bows will constantly reflect upon children's SSP's following Surrey's Guidance and the Graduated Response.
- Buckles and Bows will constantly provide an inclusive learning

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environment that will be adapted to meet the needs of individual children.

- The child's individual SSP will be built on starting at universal level, then moving on to setting support, then if a professional becomes involved moving on to Specialist support level and finally if an EHCP is required the statutory assessment part of the SSP will be completed.

Reviewing this Policy

- Buckles and Bows will review this policy yearly.
- Buckles and bows will ensure to provide reflective practice by constantly reviewing the environment and opportunities provided for the children in our care, always adhering to their individual needs.

INCLUSION

In order to meet our legal duties, promote equality and inclusion in our setting and value diversity we follow these procedures:

Admissions

- Our setting 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.
- Information can be provided in as many languages as possible.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equality and diversity policy and all other relevant policies.
- We offer spaces for Free Early Education for two year olds (FEET) Children can qualify for this if they have a current statement of Special Educational Needs (SEN) or and education, health and care plan. Other children can

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qualify but under different criteria. See Surrey County Council website for further information

- We offer 30 hours free Childcare places to working families.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of 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 disabled child or refuse a child entry to our setting for reasons relating to disability.
- We ensure wherever possible that we have a balanced intake of boys and girls in the setting.
- We develop an action plan to ensure that all individuals can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use exemption clauses in relevant legislation 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 references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.
- All job descriptions include a commitment to valuing equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

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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 ensure that staff are confident and fully trained in administering relevant medicines and performing intimate care procedures.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.
- We ensure our staff have support from SEND Advisor and external agencies such as Speech and Language Therapists, Occupational Therapists and Educational Psychologists.
- The Senco attends termly Tac meetings and SEND clinics with the Local SEND Advisor, which offer support and advice, operating practical ideas and meeting fellow Sencos.

Curriculum and environment

The curriculum offered at Buckles and Bows 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.

The environment should be accessible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably than reasonable adjustments should be made to accommodate the needs of disabled children and adults.

We do this by:

- making children feel valued and good about themselves
- undertaking an access audit to establish if the setting is accessible to all children
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments
- being open to comforters to support the children's emotional well-being
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities;

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e.g. recognising the different learning styles of girls and boys

- 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
- differentiating the curriculum to meet children's special educational needs
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages
- Creating a quiet, calm area with a book corner
- Supporting families and children to share home experiences, special routines, family photographs

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.
- 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.

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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, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.

Monitoring and reviewing

- To ensure our policy and procedures remain effective we will monitor and review them annually to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure.

The committee and nursery supervisor and deputy are expected to set an example in non-discriminatory behaviour and to ensure, as far as is reasonably practicable, that employees act in accordance with this policy.

Buckles & Bows will treat seriously any breach of this policy, and any alleged or actual inappropriate behaviour will be fully investigated and may be subject to disciplinary procedures.

Grievances concerning discrimination will be investigated in accordance with the normal grievance procedure.

This policy forms part of the job description of all staff at Buckles and Bows.

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Covid- 19 Inclusion policy including SEND and equality of opportunities Policy Addendum

Although day-to-day working arrangements may be different in the setting, the key principles of Buckles and Bows child inclusion policy will remain the same during this time. Additional considerations to support children with Special Educational Needs and Disabilities (SEND) will receive a more individualised plan for return to the nursery:

Parents to complete a blank 1 page profile, with the guidance. This should help parents to reflect on their child's current strengths and needs. This will be discussed if required.

Through discussion with the parent it may be agreed that their child needs a personalised phased return i.e: shorter or a reduced number of sessions. They may need to arrive first or last, to support them not to feel overwhelmed.