

## **Special Educational Needs Policy embracing Equality, Inclusion and Diversity**

Please take time to read the pre-school policies and let the Pre-school Leader or Chair know if you have any questions.

The policies are also available to read on our website:  
[www.streatleyhillpreschool.org.uk](http://www.streatleyhillpreschool.org.uk)

### **Statement of intent**

Our pre-school is committed to providing equality of opportunity and anti-discriminatory practice for all children and families, to providing an environment in which all children are supported to reach their full potential and to supporting children with learning difficulties and disabilities.

### **We have high aspirations for all our children and firmly believe that all can achieve.**

We will do this with regard to the Special Educational Needs and Disability code of practice July 2014: [www.gov.uk/ children with special needs](http://www.gov.uk/children-with-special-needs)

### **Aim**

We aim to:

- Meet the needs of individual children.
- Include, value and support all children, including those with disabilities or special educational needs and make reasonable adjustments for them.
- Work closely with parents and other agencies.
- Review monitor and evaluate the effectiveness of inclusive practices.
- Promote and value diversity and difference.
- Challenge inappropriate attitudes and practices.
- Encourage children to value and respect others.

- Have high aspirations for ALL our children and encourage a "can do" attitude.

## **Methods**

### *Special Educational Needs*

- Our key-person system ensures that each adult is specifically responsible for and close to a small number of children, so each child receives plenty of adult time and attention.
- We complete a two year check on those children joining us at two; if a two year check has already been done we obtain a copy from the previous setting, with parental consent.
- We track all our children regularly against the EYFS Development Matters to ensure they are making appropriate progress.
- If a child is identified as having any sort of additional need the key-person or the staff member with overall responsibility for SEN will arrange to discuss this with the child's parents in the most appropriate way.
- We always work with the child's parents and parents are involved at every step as, together, we decide the best way forward for their child.
- Often a SAPP (Support and Achievement Play Plan) is put in place. This is written at a meeting with the child's parents.
- The parents receive a copy of the SAPP and with parental consent one is sent to any other professionals working with the child and any other settings the child attends. If appropriate, and only with parental consent, they may be invited to attend the SAPP meeting or contribute to the SAPP.
- If a child is not involved with other professionals but the SENCO feels this may be beneficial, with parental consent, a referral may be made, or it may be suggested that the parent seeks an opinion from their Health Visitor or GP.
- A SAPP is reviewed regularly and a new one written, always in conjunction with the child's parents and any other professionals involved.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting - the content of

- all SAPPS are made known to them.
- Where appropriate we apply for additional support and funding from the appropriate County to enhance and adapt our staffing ratios and/or our provision for the needs of a child.
  - We ensure that our physical environment is as far as possible suitable for children with disabilities.
  - We ensure that our inclusive admissions practice ensures equality of access and opportunity.
  - We aim to work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
  - We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education; e.g. through their Learning Journey
  - We provide parents with information on sources of independent advice and support.
  - We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
  - We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
  - We provide a complaints procedure.
  - We ensure all information regarding SEN/disabilities is treated in a confidential manner.
  - Joanne Sentinella is the Special Educational Needs Co-ordinator for the setting and will attend regular training.

### *Admissions*

- Our pre-school is open to all members of the community, regardless of religion, race, disability, means or ability.
- *For more information on admissions please see our Admissions Policy.*

### *Employment*

- Posts are advertised and all applicants are judged against explicit and fair criteria.

- The applicant who best meets the criteria is offered the post, subject to references and Enhanced DBS checks. 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.
- *For more information on employment please see our Recruitment Policy.*

### *Training*

- We seek out appropriate training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish.
- If appropriate we organise training for the staff on a specific aspect of a child's needs, for example, physical such as epipen training or behavioural such as ASD.

### *Curriculum*

- The curriculum offered in the pre-school encourages children to develop positive attitudes to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking. This is done by:
  - Ensuring that all children feel valued.
  - Supporting all children to feel positive about themselves.
  - Ensuring that children have equality of access to learning.
  - Reflecting the widest possible range of communities in the choice of resources.
  - Promoting the 'British values' of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
  - Avoiding stereotypes or derogatory images in the selection of materials.

- Creating an environment of mutual respect and tolerance.
- Helping children to understand that discriminatory behaviour and remarks are unacceptable.
- Celebrating festivals of significance to the current cohort.
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities; and ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

### *Valuing Diversity in Families*

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the pre- school.
- We encourage parents/carers to take part in the life of the pre-school and to contribute fully.
- For families who have a first language other than English, we value the contribution their culture and language offer, and encourage the families to share aspects of their culture and language with us.
- We offer a flexible payment system for families of differing means.

### *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, 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 pre-school.

- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about access to the meetings.

This policy was adopted at a meeting of Streatley Hill Pre-school Committee on:	20 <sup>th</sup> March 2012
This policy was last reviewed on:	15 December 2017
Date of next review:	December 2018
Signed on behalf of the Committee by:	Bob Kapp
Role of Signatory:	Chair