

Equal Opportunities, Anti-discrimination, Inclusion, Special Educational Needs & Disability Policy

As an Ofsted Registered Setting we aim to provide a quality service for parents and their children. We will not discriminate against any potential staff member, student, volunteer, child, family or group in society on grounds of gender, racial origin, cultural and social background (including religion, language, class and family pattern), disability, health, marital status, age or sexuality. We will also endeavour to promote access for all children to the same range of services, facilities and resources. Britain today is a multicultural - multiracial society, the contribution made to this society by a variety of cultural groups will be viewed in a positive light and information about varying traditions, customs and festivals will be presented to the children as a source of pleasure and enjoyment. Children will be helped to develop a sense of identity within their racial, cultural and social groups, as well as having the opportunity to learn about cultural differences from their own. In accordance with the Equality Act 2010 we do not discriminate directly, indirectly, by association or by perception, against any of the nine 'protected characteristics' of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership or pregnancy and maternity, or for any other reason.

No culture will be represented as being superior from any other. If when commencing the childcare relationship with the child, or during the relationship, the parents notify us of specific special educational needs for their child we will involve the SENCO.

Special educational needs co-ordinator (SENCO)

Our SENCO is Miss Lara Rowe. Lara takes the lead in ensuring inclusive practice is implemented and inclusive attitudes to all children, staff and parents prevail. She supports and advises colleagues, liaises with parents and outside agencies and generally monitoring the day-to-day provision for children identified as not making adequate progress or other children with individual/additional needs. We also have Denise who has had some SEN training and steps in to support the SENCO or attends meetings the SENCO cannot.

Our SENCO will:

- Attend local authority training
- Attend SENCO network meetings held by local authorities
- Maintain children's records and an overview of all children with SEND
- Observe and assess children causing concern and draw up IEPs in consultation with parents, children and colleagues
- Ensure staff support children with EAL or children who are bilingual
- Monitor the learning journeys of children and be aware of their progress in the 7 areas of learning
- Contribute to progress checks and transition documents
- Maintain the Inclusion, Equality and Diversity files
- Organise review meetings with parents and other professionals.
- If we believe that a child already in our care has a specific problem we will note down our observations and the SENCO and Key worker will liaise with the parents on the subject.

Children who speak EAL or are bilingual, are not normally described as having SEN unless they are not making satisfactory progress towards the early learning goals. However,

SENCOs will also keep an overview of children from any minority groups. Our setting participates in the local schemes for providing 1-1 support for children with complex needs. Individual support is subject to an assessment by local agencies and a commitment to being financed by the local authority. In exceptional circumstance a parent may choose to finance individual support.

During our time caring for your child we will endeavour to:

- Include all children within the activities;€
- Support all children to continue to develop a positive self-image;
- Ensure other cared for children understand the special needs of the child and that they are supporting a positive environment for the child;

We aim to recognise that all children and young people have the right to express their needs and we will endeavour to meet these needs. We will aim to safeguard the welfare of every child and to create a friendly and caring setting to challenge unacceptable language, actions or beliefs which may be prejudicial or exclusive to others. We aim to recognise the importance and needs of parents and families in the life of every child, to treat each child as an individual; recognising, valuing and encouraging their individuality and their potential. We aim to treat inclusion as an individualised approach catering for needs that arise as and when possible, accounting for all children, parents, carers and staff needs.

We aim to respect differences; to help each child develop their self-respect and to respect others. We aim to avoid stereotyping; each child will be given opportunities to explore, understand and value differences and similarities. We aim to provide positive images; each child will be offered access to a range of resources that reflect a rich diversity of society. We also aim to work in partnership with parents and with all others involved in the child's upbringing. We also provide a range of stimulating, fun and creative activities which are both age and ability appropriate and where applicable, in line with the Early Years Foundation Stage.