

Equal Opportunities & SEND Policy

Statutory Framework : Section 3.67 The Safeguarding & Welfare Requirements

Poppy's Day Nursery is committed to equal opportunities and believe that it is important that all children must be cared for with equal concern, lack of stereotyping and with due regards shown to their religion, racial origin, culture and linguistic background.

Discriminating language / behaviour and prejudice shown by children must be responded to and where possible overcome.

We aim to develop positive attitudes and good practice in our environment and encourage an anti - discriminatory approach to every day life.

We believe it is important for every child to have the opportunity to learn, develop and grow at their own pace.

We are committed to inclusion and meeting the individual needs of all children, in particular considering their ethnic heritage, religion, social and economic background, gender, ability or disability.

We aim to promote anti – discriminatory practice by:

- * offering a wide range of activities that each child has equal access to
- * provide a happy and stimulating environment for all children
- * monitor the variety of toys and activities provided for the children, so they have the choice of resources and discover new adventures
- * resources available to reflect diversity and to display positive images of different races, religions, cultures and abilities
- * celebrate a variety of celebrations and festivals throughout the year
- * work closely with parents to share information with regards to their children about their backgrounds.
- * ensure all children are included
- * encourage children to share their experiences with each other and with staff
- * provide activities to help children appreciate and value each other
- * treat all children with individual and equal concern

We also aim to:

- do our up most to appreciate everyone for who they are and show our respect for each other through the way we:

- * look at each other

- * listen to each other
- * speak to each other
- * speak about each other
- * write about each other
- * act towards each other

The Nursery has a designated equal opportunities co - ordinator, who will support the development of the curriculum activities for the children in our care.

Knowledge of ethnic minorities and the importance of equality is promoted to all our children.

Poppy's Day Nursery also has the opportunity for students to complete work placements, enabling them to gain the knowledge and experience of Nursery life.

Designated person: Katherine Tunnicliffe

SEND Policy

The SEND Code of Practice is put into practice in the setting using the Graduated approach. This approach has 4 stages of action; Assess, Do, Plan, Review.

The SEND designated person is : Katherine Tunnicliffe

Poppy's Day Nursery has a policy for inclusion and equal opportunity, admissions and behaviour, these can be found in the operational plan. There is due regard to the code of practice for the identification and assessment of children with special educational needs.

Management and special needs co-ordinators must share records with parents and with the parental consent, and with the other professionals dealing with the child.

Support for children

Poppy's Day Nursery is committed to the monitoring of individual children's progress. A child who appears not to be making progress generally or in a particular area of learning may require different opportunities or alternative approaches to learning. These needs will be highlighted through the Assess section of the Graduated Approach. Is there a need for more specialist services to be involved to support the child's development? At this stage as with all the others information must be shared with the parents and permission gained before a referral can be made.

Ongoing difficulties may indicate a need for an additional level of help, which may be provided by other professionals e.g. Speech/Language Therapists. The Plan/Do aspect of the cycle ensures the parents, SENCO and Keyworker of the child all work together to implement any interventions that may be required. All parties involved with the child should share information and support the parents and child as necessary.

Working with parents

Parents will always be consulted, kept informed and had permission sort for any action taken to help their child.

Parents will be informed in the outcome of this action.

Parents will be given the opportunity to share their knowledge and understanding of their child.

It is also our responsibility to signpost parents to the Local Offer, a service provided by the Local Authority. This service highlights all the support available in the local area for children both with SEND and an EHC plan.

Working with other agencies

Poppy's Day Nursery will liaise with other professionals in order to build upon existing knowledge of children.

Information, strategies and guidance provided by outside agencies will be used to inform planning for individual children. In line with the Review aspect of the graduated approach this information and any plan made will be regularly reviewed to ensure it is still meeting the child's individual needs.

Access and inclusion

Poppy's Day Nursery is committed to enabling children with special educational needs and /or disabilities to gain equal access to the curriculum.

This may require the adaptation of activities, the use of specialist equipment or augmentative support, these extras needs can be met through LIFT meetings where support is given for the individual child based on their needs. This maybe Specialist Teaching Services, Early Support, Speeh and Language Therapy or a Paediatrician. Any child receiving additional support through this process may also be able to apply for SCARF funding, this enables settings to provide augmentative support, specialist equipment and resources or make changes to the environment.

Staff will be committed to accessing training that will facilitate inclusion e.g. specific training for 1:1 inclusion workers.

Staff SEND qualifications and training details can be shown on request to the management team.

Code of Practice (COP)

The SENCO will have responsibilities as outlined in the code of practice.

The SENCO will have the opportunity to access training offered by the LEA with regard to COP e.g. LIFT meetings, Support for EHC plans and specific funding.

All staff will be aware of the COP.

Confidentiality

All information provided by parents with regard to children with SEND will only be disclosed to other professionals with parent's permission.

All outside agency support will only be accessed with parent's permission.

Parents will be informed about the nature of all SEND records kept.

Any plan in place to support a child with SEND will be regularly reviewed with parents and signed.

Transitions

Transitions are regularly discussed and planned with the inclusion manager and SENCO.

Complaints Procedure

Parents/carers that have an issue with the care that their child/ren is receiving should approach the manager to discuss the problem.

SEN Process

- * Identify child as possible need for additional support.
- * Discuss with relevant staff/manager/SENCO.
- * Collect evidence through observations.
- * Talk informally with parents/carers.
- * Monitor child's progress daily.
- * Identify children who have SEND, using observations and information gathered.
- * Discuss concerns with parents/carers. Refer to the Graduated Approach Flow Chart for information on how to move forward with supporting the child.
- * Plan support for the child, either In house or by involving Specialist Services.
- * Give feedback to the relevant staff i.e. Keyworker and parents.
- * Plan review date.
- * Implement support.
- * Monitor the support given and the child's progress through observations, discussion and feedback.
- * Review child's progress and support package.
- * Invite and involve parents/carers in the review process.
- * Together plan the next stage of support.

Options

- * Continue supporting the child through the Graduated Approach. It may be that the child is making progress but still needs additional or alternative intervention at this level.
- * Discontinue use of additional support, all the while continuing to observe the child to ensure they continue to develop without intervention.