

## Equality of Opportunity and Diversity Policy Including and supporting Children with Learning Difficulties and Disabilities

Children's best efforts should be valued and staff motivated by praise and encouragement.

Individual children's achievements should be recognised and rewarded, regardless of ability.

All children should be treated fairly and according to their individual needs.

All children should be encouraged to achieve a high level of success and self esteem whilst retaining their cultural identity to help them value differences and achieve their potential; and well being.

All staff should promote an acceptance and respect for other cultures, religions and alternative ways of life.

All staff should meet specific needs of individual children and nurture their self esteem.

### How we promote and value diversity and differences.

Our aim is to celebrate the diversity of language, culture and religious beliefs. To acknowledge all the festivals that are celebrated in our area and/or by the people involved in Munchkins.

Children are encouraged to respect others and begin to become aware of cultural differences. They are encouraged to speak their mother tongue and take pride in their cultural background and respect others religion and culture. We endeavour to involve parents in the education of their children. Including parents in activities to provide valuable opportunities and promote beliefs concerning intercultural education. Artists work from around the world is displayed. A section of books containing multi ethnic content from other cultures and life in other countries are available.

We believe that the process of sex stereotyping leads boys and girls to conform to gender roles that inhibit their abilities, their performance and aspirations. The consequences limit both boys and girls by restricting their choices and as such are clearly incompatible with good educational or childcare practise.



Boys and Girls will have equal access to the full range of experiences, they will work in mixed groups and have equal entitlement to all equipment and resources e.g. computers, role play areas, outdoor play equipment and musical activities. Opportunities should be created for both quiet and boisterous play to ensure quiet, gentle boys and girls are not marginalised or excluded. Boys and Girls will equally be encouraged to achieve in all activities and engage in both outdoor pursuits and in quiet passive pursuits. Resources, displays and materials present both sexes in a variety of roles. Staff aim to give equal attention to both boys and girls and have equal expectations of both.

### How inappropriate attitudes and practices will be challenged

Staff deal with discrimination or harassment incidents quickly, sensitively and fairly.

Children will bring all incidents to the notice of the staff and feel that any such incidents will be dealt with promptly and justly.

Activities reflect anti discriminatory approach.

All children are integrated into the life of the provision whatever their background.

Discriminatory behaviour/remarks are unacceptable and will not be tolerated. The response will aim to be sensitive to the feeling of the victim(s) and to help those responsible to understand and overcome their prejudices.

Any employee child parent/carer who believes that they have suffered any form of discrimination, harassment or victimisation is entitled to raise the matter to the Headteacher, Senior teacher or Munchkins Manager. All complaints of discrimination will be dealt with seriously, promptly and confidentially. Every effort will be made to ensure that all concerned, making complaints will not be victimised.

How the provision will encourage children to value and respect others

Children are encouraged to develop positive outlooks on people and communities who are diverse. We support our children to feel consideration towards others regardless of their background. Children will be made aware of all the festivals



And events that are being celebrated by their own families and others and will be introduced where appropriate to the stories behind the festivals.

Children and families who celebrate festivals at home, with which other people are not familiar, will be invited to share their festival together with stories, celebrations and special food and clothing they involve, as part of the diversity of life.

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop an environment free from prejudice and discrimination. Appropriate opportunities will be given for children to explore, acknowledge and value similarities and differences between themselves and others.

Resources will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-cultural society. Materials will be selected to help children develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

### **Relating To Staff**

#### Employment

The Nursery school and Munchkins will appoint the best person for each job and will treat fairly all applicants for jobs and those appointed.

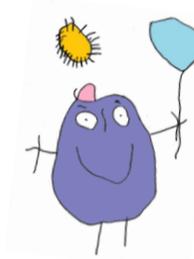
Commitment to implementing the groups Equal Opportunities Policy will form part of the job description for all workers.

SENCO (Equality Named Co-ordinator)

Claire Tjaveondja.

#### Equal Opportunity -Employment

Every member of staff is informed of the Equal Opportunities Policy, as it is an integral part of their job description. Should any member of staff find this policy not being utilised, then it is their duty to inform the Headteacher, Senior teacher or Munchkins Manager without delay.



Staff accept their responsibilities and other procedures through training. In addition they are informed regularly of any changes to such policies via staff meetings, discussion groups and immediate access to such policies. For this policy to be effective, it must be adopted at all levels of staff and supervision.

As an equal opportunity employer it is the aim of the nursery to give all those in or seeking employment an opportunity to demonstrate their talents and abilities. External advertisements or internal circulars must not indicate or appear to indicate an intention to discriminate in selection for recruitment, promotion, training or transfer. Care must be taken to ensure nothing is said about the school or childcare policies or activities, which might be interpreted as reflecting any form of discrimination. Advertisements must not be confined unjustifiably to areas of publication which would exclude or disproportionately reduce the number of applicants of a particular group. Likewise, the presentation and style of advertisements and application forms will not appear to be discriminatory.

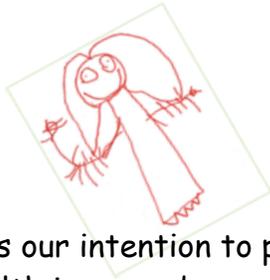
Equal opportunities is about recognising people's different needs, situations and goals and removing the barriers that limit what they can do and can be.

We aim to ensure that staff feel valued members of their team and are supported in their professional development. Enabling them to reach their full potential. We hope staff feel their views, backgrounds and beliefs are respected by colleagues. The relationships of the staff act as role models to the children and their parents.

### **How we implement an effective policy ensuring equal opportunities and supporting children with Learning Difficulties and Disabilities**

It is central to our ethos that all children are valued for the contribution they make to our setting. Children with Learning Difficulties and Disabilities will be given full access to learning and development and the opportunity to participate in all activities where relevant and possible.

When children with SEND come to Morrgate, every possible step will be taken to fully include them and their families in to our community.



It is our intention to provide a setting which includes an array of diversity and wealth in accordance with The Equality Act 2010 and all other associated legislation that remains effective and relevant.

We aim to have regard for the DfEE Code of Practice on identification and assessment of special educational needs and to welcome and provide appropriate learning opportunities for all children. We aim to ensure that the facilities reflect and meet the needs of the local community and incorporate equality into all areas of our work.

We aim to:-

- Identify and assess all children with special educational needs as early as possible
- Take appropriate intervention and to ensure that all children with SEN have the greatest possible access to a broad and balanced curriculum
- Inform and involve parents at all stages of the code of practice and to develop a partnership
- To maintain appropriate records and to monitor pupils progress in order to inform future planning
- Involve and inform all staff in order to develop a consistent approach to meeting the needs of children
- Provide up to date information and in-service training for staff in order to develop expertise
- Utilise and deploy outside agencies effectively
- Encourage success by valuing the contribution made by all children
- Remain committed to inclusion in all aspects of learning and development

We aim to cover Every Child Matters - The five outcomes and the UN Convention on the Rights of the Child (UNCRC)



### **How individual needs of children are met**

Resources are regularly reviewed and enhanced to reflect the provisions community profile and the wider community.

### **How all children regardless of any disability or SEN are included valued and supported and how adjustments will be made for them**

We welcome children irrespective of their ability and anticipate that the needs of most children will be met within existing provision. Needs are most appropriately met when admission reflects the wider community. Staffing ratios may affect our ability to offer suitable provision for some children and individual cases are discussed between the Senior Supervisor and Families.

Where a child has a statement of SEN with parental permission advice will be sought from the CDC Health Visitor, Social Worker, and GP and EP services.

We will ensure that all children will be treated as equals and encouraged to take part in every aspect of the setting, including those with SEND. All children will be provided with a broad and balanced curriculum. Planning is carried out with the consideration of each and every child's individual needs and to suit their level of ability. We aim to make learning situations as meaningful as possible so that children can experience success and have opportunities for active learning as much as is possible. We encourage collaborative play to promote social development and offer choices to promote independence. We promote the use of language through conversation and discussion.

We operate a Key Worker system so that one member of staff will be responsible for ensuring all children can access the environment and learning opportunities. (Subject to staffing ratios and support from other staff/ agencies)

We provide a range of differentiated resources to promote early learning and development.



### **Commitment to working with parents and other agencies**

Children with special needs, like all other children are admitted to Munchkins or the nursery school after consultation between parents.

We believe that the group's activities should be open to all children and their families, and to adults committed to their welfare. We aim to ensure that all who wish to work in, or volunteer to help, have an equal chance to do so.

**Munchkins and the Nursery school are open to everyone in the community.**

### **Partnership with parents**

Moorgate Nursery school and Munchkins childcare make every effort to work in partnership with parents and in order to ensure effective relationships and communication with parents of SEN children we will:-

- Consult with parents and draw on their knowledge at all times
- Always gain written parental agreement before we contact with any professional outside our group with regard to a specific child.
- Explain clearly the purpose of any intervention taken and provide user friendly information for parents
- Encourage parents to continue to play an active role in the child's learning and development
- Deal sensitively with parents in order to reconcile different opinions and viewpoints and always be aware of their feelings
- Respect the different needs parents themselves may have such as a disability, communication or linguistic barrier.

Parents will be invited to any discussions/decision making in relation to the educational provision and arrangements made to meet the child's individual needs. We will support parents as much as we can with their dealings with outside agencies.

We work with staff outside the group, including therapists, health visitors, psychologists, physiotherapists, occupational therapists, social workers, portage workers, services for visually and hearing impaired, outreach workers and paediatricians to meet children's specific needs. We recognise the need for effective collaboration of the services involved with the child and the parents, the SENCO is responsible for co-ordinating this provision.



## **How the SEN code of practice is put into practice**

### **Special educational needs policy**

Our staff attend, whenever possible in-service training on special needs arranged by Lancashire Education and Cultural Services Directorate and Lancashire Early Years Teacher Team.

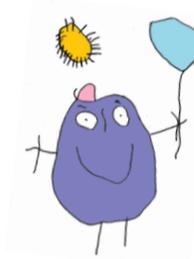
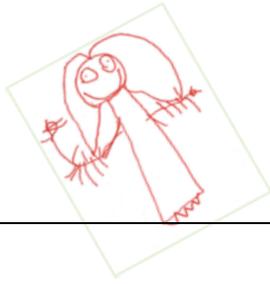
### **The identification, assessment and review arrangements of all children with special educational Needs**

The progress of all children is monitored through observation and assessment which feed into our records and planning, parents are kept informed on a regular basis. It is recognised that all children progress at different rates. Children's progress will be supported according to their individual interests and abilities and monitored carefully. Regular staff meetings are held where staff discuss children's individual learning and development staff may express any concerns regarding any of the children. A graduated approach is then adopted in order to provide specific help for individual children.

Children have special educational needs if they have a learning difficulty or an area of learning that requires special educational provision to be made.

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children the same age; or
- b) Have a disability, which prevents or hinders them from making use of the educational facilities, generally provided for children of the same age in schools, within the area of the local education authority.
- c) Are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.
- d) The Code of Practice 2001 defines four areas of need:



Cognition and learning	Moderate-severe/multiple/complex learning difficulties Specific learning difficulties (dyslexia, dyscalculia, dyspraxia) Down's syndrome Fragile X
Communication and interaction	Autistic spectrum disorder Speech and language difficulties Attachment disorder
Behavioural, emotional and social	Challenging, attention-seeking Attention deficit hyperactivity disorder (ADHD) Bullying Selective mutism Traumatised
Sensory and physical	Hearing/visually impaired Physically disabled (cerebral palsy etc)

We are aware that there can be high incidence and low-incidence special needs and as a staff by carefully and collaboratively considering our own attitudes and approaches and how they create the best climate for learning in our classrooms we can reduce or sometimes even remove barriers to learning.

We are aware of some of the causes of under achievement; we aim to address these causes and strive to ensure all children reach their full potential.

### **Targeted Learning Plans**

The action, which is taken, is recorded on an IEP, which sets out targets which relate to the specific requirements of that child. The child's progress is carefully monitored through an IEP, which is reviewed every term; this review takes place in consultation with the parents. (A review of an IEP may occur every half term if needed)



At the review we consider;

- Has progress been made?
- What are the parent's views?
- Is there a need for more information or advice on the child?

Any child deemed needing further help can then either have a CAF opened for them or they can be put to the Special Needs Panel. This is held every month and is worked on a '**Must, Should and Could**' priority basis. The SENCO will discuss this further with you if this process is undertaken. Each individual case is very different. We will do our utmost to get the best for your child and ensure yourself and your child/children have a voice.

### The Common Assessment Framework is:

A common process enabling people who work with children and young people to make an assessment and act on the result; with

A standard form to record the assessments and where appropriate, share with others; and

A pre-assessment checklist to help decide if a child or young person would benefit from a common assessment.

It covers all aspects that affect a child's development, from health, education and social development, through to housing and family relationships.

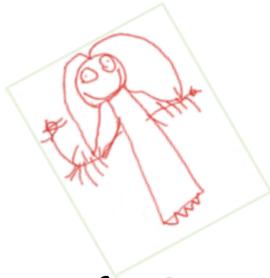
CAF is the only assessment that can be used by practitioners in all agencies in England that deliver services to young people.

Educational Psychologist support can only be requested by a CAF

A speech and Language referral can be made without opening a CAF.

A CAF can be opened by any service

A child can come to Nursery with a CAF already open



## **Requests for Statutory assessment**

A very small number of children may still give us significant cause for concern even with the support of the EY action plus and we will then make a request for statutory assessment by the LEA. This is only done after careful consultation with the parents and the external agencies involved. The setting will have to provide evidence of strategies and programmes that we have implemented in order to deal with the child's special educational needs.

In deciding whether a statutory assessment should take place the LEA will ask us the following questions:

1. What difficulties have been identified and what action has been taken?

2. Has outside help been sought, regarding the child's:

\*physical health and functioning

\*communication skills

\*perceptual and motor skills

\*self help skills

\*social skills

\*emotional and behavioural skills

\*responses to learning experiences

\*have parental views been considered

The LEA will then look at all of the information and decide whether a statement of special educational needs will be issued. This outlines the provision to be made.

The setting will follow guidelines described in the statement and work alongside the support services in order to ensure that the needs of each child are being met.

The setting will arrange to review a statement for a child every six months and the statement can be amended in light of the review.

The parents are fully involved and consulted throughout every stage.

## **Name of SEN Co-ordinator**

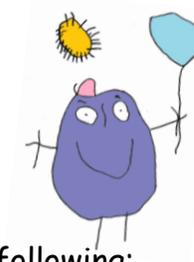
The special educational needs co-ordinator (SENCO) is - Claire Tjaveondja



The SENCO will be responsible



for the following:



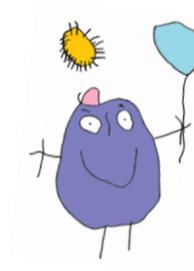
- The day-to-day operation of the group's special educational needs policy. Ensuring the aims of the policy are reflected in the practice of the setting.
- Offering advice and liaising with other staff. Supporting them with observation and assessment of children and implementing IEP's.
- Co-ordinating provision for children with special educational needs.
- Maintaining the SEN register and overseeing the records on all children with special educational needs. Setting targets and writing IEP's.
- Liaising with parents and external agencies promoting effective relationships.
- Making referrals, liaising with primary schools and the SEN Governor.
- Organising and chairing SEN reviews, meetings and training

### **How we review monitor and evaluate the effectiveness of inclusive practice**

Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis. If it is felt that a child's needs cannot be met in the Nursery school or Munchkins Childcare, without support of a one-to-one worker, funding will be sought to employ one.

### **Criteria for the Evaluation of success of the policy**

- Children with SEN being identified early
- Children making satisfactory progress against targets
- Children enjoying learning and improving their self esteem
- Parents express satisfaction
- Where formal assessment takes place pupils receive a statement
- Communication between staff is good and there is a consistent approach towards children with SEN
- Opinions of outside agencies



### **Monitoring**

Monitoring the success of the policy will be carried out on an annual basis. A staff meeting will be held which will involve all staff in order to review. Information can also be sought from parents and other professionals.

### **Arrangement for Complaints**

Should parents have cause for complaint they are invited to make representation to the SENCO in the first instance. Where a parent is not satisfied with the outcome, the parent should then address the matter to the Head teacher or SEN Governor

- Parent partnership services provide support and advice to the parents whose children have SEN they provide accurate information on the full range of options available to parents. They do not 'take sides' and they help parents to make informed decisions about their child's learning and development. Where parents want an independent parental supporter the service will provide one.
- Disagreement resolutions services provide an informal way of preventing and sorting out disagreements between parents and the LEA or school. Parents can use this service if they want to.
- SEN tribunal is an independent body that hears parents appeal against LEA decisions on statutory assessments and statements.