

HEADSTART PRE-SCHOOL
At
Shevington Vale Primary School
Runshaw Avenue
Appley Bridge
WN6 9JP
adavies@shevingtonvale.wigan.sch.uk
Tel:07795 831958
Registration No EY340840



“Where young minds grow, independence is nurtured and inspired lives begin”

Headstart Pre-School LTD
Equality of Opportunities and Diversity including; Special Educational Needs & Disability Policy Including:

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1. Introduction

Headstart is committed to taking positive and proactive steps to ensure we provide a safe, stimulating and caring environment, free from discrimination, for everyone in our care.

We take great care to treat each individual person with equal rights and responsibilities, whether they are an adult, child or visitor. We are committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs.

Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within this pre-school. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the Nursery manager Mrs A.DAVIES at the earliest opportunity.

We recognise the value of nursery education for all children and especially those with Special Educational Needs and Disabilities. We encourage liaison with relevant agencies and support communications at all times. We value parental contribution and involvement and provide many ways to support good communications. On entry to pre-school we complete the AQS forms in conjunction with parents/ guardians and from this we plan forward the next steps in learning for all children. We encourage participation by all children in all areas of the EYFS curriculum and in special events and activities. Activities and experiences are adapted as appropriate to include children with differing abilities.

2. Aims

The Pre-School and its staff are committed to:

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favorable treatment on the grounds of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation and pregnancy or maternity which cannot be justified as being necessary for the safe and effective performance of their work or training.
- Providing a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the pre-schools ability to provide the necessary standard of care.
- Striving to promote equal access to services by taking practical steps, (wherever possible and reasonable) such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families.
- Providing a secure environment in which all our children can flourish and all contributions are valued.
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity.
- Providing positive non-stereotypical information.
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity.
- Regularly reviewing childcare practice to ensure the policy is effective and practices are non-discriminatory.
- Making inclusion paramount, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour.
- Acknowledge and celebrate a wide range of religions, beliefs and festivals.
- Create an environment of mutual respect and empathy.
- Promote British Values throughout the core of the pre-school.
- Help children to understand that discriminatory behaviour and remarks are unacceptable.
- Ensure that all early learning opportunities offered are inclusive of children with learning difficulties and/or disabilities and children from disadvantaged backgrounds.
- Ensure that children whose first language is not English have full access to the early learning opportunities and are supported in their learning.
- Supporting all children and families by having an appointed SENDCo.
- The SENDCO updates all practitioners so they are aware of children's specific needs. This is done through written support plans, liaisons during staff meetings and role modeling.

- Inform parents/guardians of any concerns about their child at the earliest opportunity. We believe Parents/ guardians are pivotal to discussions and information gathering.
- All children with Special Educational Needs and Disabilities, regardless of their need/s will be able to access the EYFS curriculum in all areas of our pre-school at their own level and with the necessary support at all times.
- We have an "Open Door" Policy for other agencies to visit any child in the pre-school, with parents consent.
- We aim to give all our children the best start to Primary School, by providing transition activities prior to their move (please see transition policy).
- We will review and update this policy annually, to ensure that it is still relevant.
- We are committed to accessing any SEND professional development to enhance our practices.

3. Admissions

- We will strive to promote equal access to services by taking practical steps such as ensuring access to disabled people and producing material in relevant languages and media.
- We base our admissions policy on a fair system, we never discriminate against a child or family on the basis of race, religion, home language, ability, gender or disability.

Valuing diversity in families

- 1 We welcome the diversity of family lifestyles and work with all families.
- 2 We encourage children to contribute stories of their everyday life to the nursery.
- 3 We encourage parents/guardians to take part in the life of the setting and to contribute fully.
- 4 For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

4. Recruitment

- Staff application forms will not include questions that potentially discriminate against the grounds specified in the statement of intent.
- At interview, no questions will be posed which potentially discriminate against the grounds specified in the statement of intent.
- All candidates will be asked the same questions, and members of the interview panel will not introduce nor use any personal knowledge of candidates acquired outside the selection process.
- Candidates will be given the opportunity to receive feedback on the reasons why they were not successful.

5. Staff Responsibilities – Equality and diversity

It is the policy at Headstart not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds as specified in this policy. All staff are expected to participate in equality and inclusion training.

6. Training

The pre-school recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. The pre-school will strive

towards the provision of inclusion, equality and diversity training for all staff on a regular basis in partnership with outside agencies. The SENDCo will attend regular drop in sessions with the Local Authority to receive up dated information.

7. Food consumptions within the setting

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We will help children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.
- We will provide opportunities for children to experience a wide range of foods in partnership with families and outside agencies.
- We will document any allergens in foods and display these as appropriate

8. Definition of Special Educational Needs and Disability

The 0-25 SEND Code of Practice 2015 states that:-

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*
 - *For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.*
 - *For a child under two years of age, special educational provision means educational provision of any kind.*
 - **A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).*
 - *Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.*
 - *A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (*) when of compulsory school age (or would be likely, if no special educational provision were made).*

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home."

At Headstart Pre-School we cater for children with a range of needs, which in the past has included:-

- Development delay
- Speech delay and disorders
- Hearing impairment
- Visual impairment
- Physical needs
- Emotional and mental health
- Genetic disorders
- Dietary needs
- Medical needs

9. SEND Roles and Responsibilities within Headstart Pre-School LTD

Roles:

- SENDCo is: Mrs E.Lunt – Deputy Manager
- SENDCo Support Officer is: Mrs B.Ward – Nursery Practitioner
- Lead Intervention Worker is: Mrs D.Bradbury – Nursery Practitioner

Responsibilities:

- The SENDCo has responsibility for the day-to-day implementation of the SEND Policy and for co-ordinating provision for children with SEND including making referrals to other services and making initial and summative assessments.
- The SENDCo will keep individual records of children with SEND stored in a secure place. Including; support plans, outside agency communications, meeting minutes etc.
- The SENDCo will work with staff, parents and other agencies to consider the best ways to support a child in our pre- school so that they make appropriate progress in their learning.
- The SENDCo will keep a provision map which lists any children who may need additional support and this details the specific nature of that support.
- The SENDCo will advise other staff regarding possible strategies to support a child
- The SENDCo will collect, record and update information about individual children with Special Education Needs and Disabilities.
- The SENDCo will liaise with the teachers in schools regarding interventions, their outcomes and next steps to support smooth transitions.
- The SENDCo will arrange and chair any necessary meetings with outside agencies as appropriate.
- Mrs Lunt and Mrs Ward will meet regularly to discuss SEND actions.
- Co-coordinating updates of the policy is Mrs Lunt's responsibility with approval from the nursery manager Mrs A. Davies.
- Mrs B.Ward will support Mrs E.Lunt with the implementation of support plans; multiagency meetings as appropriate and support practitioners within the setting.
- Mrs D.Bradbury will implement activities to support children who have received any additional funded hours by the local authority. She is responsible for recording observations, interventions and support given.

10. Role of the Wigan Early Years Inclusion Team

Wigan Early Years Inclusion Team support children with Special Educational Needs and Disabilities by:

- Working closely with the setting SENDCo in the drawing up and implementation of Personal Support Plans.
- Providing up to date SEND online and face to face development courses.
- Facilitating communications between a variety of different agencies.
- By providing ideas, role modeling, activities and resources to support children both within the setting and home environments.
- By attending multiagency meetings to share their knowledge, observations, ideas and support for children and families.

11. The graduated approach

Assess, plan, do, review

Upon admission to the setting all children are divided into small 'key people' groups with a member of staff responsible for their record keeping and development. Staff liaise with the SENDCo Mrs E.Lunt for support when concerns arise.

Members of staff keep a Learning Journey for each child in their key group. Observations and assessments of children are kept on 'Target Tracker'. This information is provided to parents/ guardians termly through reports and/or meetings.

During each staff meeting SEND concerns are discussed, giving regular opportunity for staff to bring up concerns formally, however, the SENCO is available at all times to discuss pupil progress. Whole group pupil progress data is also collated and analysed at least termly to ensure our children with SEND make progress appropriate to their individual needs.

Approach details:

- All children are monitored and assessed by their key person.
- Differentiation for all children is apparent in the way we work at group time with small groups, individuals and through continuous provision.
- Any child with a "cause for concern" who does not show signs of improvement will be discussed with the SENDCo, the SENDCo will then discuss concerns with parents/ guardians (EYInc 2 form) and a Support Plan (EYInc3 form) will come into force including the views of the parent and child. This will then be discussed with all staff to ensure they have the knowledge, skills and strategies to best support each child. Termly reviews of the support plan will be offered by the SENDCo.
- Should the child continue to cause concern after implementing a range of strategies we would gain consent from parents/ guardians to contact The Wigan Inclusion Team for further advice (EYInc 4 form). Upon the advice sought, the SENDCo will respond appropriately using the EYInc 5 form that will be completed by the team.
- The SENDCo will co-ordinate any additional funded hours given and will ensure that records are kept for both parents, the local authority and Ofsted upon request.
- The SENDCo will work alongside: Speech Therapists, Educational Psychologists, Advisory Teachers, Health Visitors, Occupational Therapists and Pediatricians and all other agencies as appropriate to provide the best outcomes for all children.

All information will be held privately and confidentially and in line with GDPR regulations and will only be discussed with relevant parties as appropriate.

12. Child Participation

Headstart believes that the child should be the centre of the support plan. Children who are capable of forming views would communicate these to us as part of the person-centred approach. Where children are not able to express views we would capture their interests and preferences through observations and the sharing of information via their Key person and parents/ guardians.

13. Physical access to the building

- We have wheel chair access to all areas of the Pre-School
- Our setting is on 1 level, with no stairs to negotiate
- We have a specially designed shower room with a changing bed and disable toilet
- All children can access our EYFS curriculum
- We have 1 disabled parking space
- Appropriate provisions are made when necessary for children being admitted to school (see transition policy)

14. English as an Additional Language

"Identifying and assessing SEN for children and young people whose first language is not English requires particular care. Early Years practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or is it arises from SEN or disability. Difficulties relating solely to English as an additional language are not SEN". (SEND code of practice, 2014, pages 73-74).

It is the role of the setting SENDCo to ensure that the needs for children with English as an additional language are met accordingly.

15. Inclusion

Headstart Pre-School strives to be an Inclusive Setting, offering a sense of community and belonging through our:

- Inclusive ethos
- Broad and balanced curriculum for all children
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children
- Welcome for all pupils regardless of abilities

Please see our inclusion policy for more detailed information.

16. Evaluating the success of the policy

- Monitoring by the SENDCo/ Nursery Manager
- Advice and knowledge sought from staff during staff meetings
- Ascertaining parent views through a questionnaire as to how well they have been informed and how successful they feel our provision has been.
- Children's progress as seen in online learning journals and individual data
- Review meetings which will monitor children's performance.
- Updating the policy regularly to co-inside with the change in local and national policies.

17. Complaints Procedure

Complaints are welcomed to the nursery manager Mrs A.Davies in line with the settings complaints procedure. We ask that complaints are in written form.

Please see the complaints policy for more information

18. Special Educational Needs & Disabilities - Key Contacts

Role	Name	Telephone	Email
Manager	Alison Davies	07795831958 Personal contact: 07957107172	adavies@shevingtonvale.wigan.sch.uk
Setting SENDCo	Emily Lunt	07795831958	adavies@shevingtonvale.wigan.sch.uk
Setting Deputy SENDCo	Beth Ward	07795831958	
Local Authority Designated Officer (LADO)	Diane Kitcher / Louise Baldwin	01942486042	lado@wigan.gov.uk
Single Point of Access (SPOA)	Duty Team	01942828300	http://apps.wigan.gov.uk/childreferral/
Early Help Hub	Startwell	01942486262	EHH@wigan.gov.uk
Locality One Team		01942486097	
Child in Care & Care Leavers		01942487150	
Targeted Disability Team		01942487200	
NSPCC Whistleblowing Helpline		08000280285	help@nspcc.org.uk
Greater Manchester Safeguarding Procedures			https://greatermanchesterscb.proceduresonline.com/chapters/p_update_man.html
Keeping Children safe in Education			https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf
SEND code of practice			https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Print Name	Role	Date	Signature

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