



## Special Educational Needs and Disability (SEND) Policy and Equality of Opportunity Policy

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### **Reviews and Responsibilities**

Member of staff responsible	Cindy Humphries/Caroline Mckellar
Committee member responsible	Committee Chair
Date agreed with staff	
Date agreed at Committee	15 May 2024
Signed on behalf of Committee	
Print name & date	Tom Saunders 15 May 2024
Frequency of policy review	Annual
Date next review due	May 2025

## **Overview**

The Children and Families Act 2014 requires local authorities to publish, in a single place, information on services and provision across education, transport, health and social care for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND).

The purpose of this 'Local Offer' is to enable parents, carers and young people to see more clearly what services are available for children with SEND in their area and how to access them. The 'local offer' includes early years settings and all the information below forms our setting's current offer and shows how we have, for many years, provided for children with SEND.

### **Special Educational Needs and Disabilities (SEND) Policy**

At Lydiard Millicent Pre-School we support children with SEND by providing an environment in which all children are supported to reach their full potential.

- We endeavour to ensure our provision is inclusive for all children with SEND within reasonable, physical and financial constraints of the Pre-School.
- We support parents of children with SEND.
- We identify the specific needs of children with SEND and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We have a designated Special Educational Needs Coordinator (SENCO). This is Cindy Humphries.
- We comply with the Statutory Framework for the Early Years Foundation Stage and the Equality Act 2010.
- We have regard to the Special Educational Needs and Disability Code of Practice (2014).

### **Identifying children with Special Educational Needs and Disabilities (SEND)**

- On induction to our Pre-School, the SENCO and all parents share information about the strengths and needs of the child to create a positive partnership.
- Each child has a key person who works closely with each child and their family, and may identify a possible individual need.
- On-going observations are made of all children and are linked to the Early Years Outcomes and Development Matters ages and stages of development (as outlined in the Statutory Framework for the Early Years Foundation Stage).
- We undertake a 'progress check (2 year check) before 3 years of age' which supplies parents/carers with a short written summary of their child's development.
- Reports from health care professionals may identify a child's individual needs and we will include these in the child's learning and development.

### **Supporting children with Special Educational Needs and Disabilities (SEND)**

- Families will be supported for as long as it takes for their child to settle. We want all children to feel happy and safe with us.
- Our SENCO will work with all our staff to ensure our SEND provision is relevant and appropriate.
- We use the Wiltshire Graduated Response to SEND Support (GRSS) and the Bristol Surveillance of Children's Communication (BRISC) for identifying, assessing and responding to children with special educational needs. This means using a step-by-step response through the various levels of intervention which are: discussion of a concern; targeted support; specialist support; and Education, Health and Care Plan (EHCP).
- Our SENCO will explain how children's individual needs can be met by planning support using a written Individual Education Plan (IEP), My Support Plan, EHCP or Health Care Plan.
- The key person or SENCO will oversee the IEP targets.
- IEP targets will be reviewed and new ones planned by the child's key person, SENCO and parents.
- We access additional support from other professionals where necessary.
- Our SENCO will work with all other staff to ensure implementation of the IEP and subsequent continuity of care and education by everyone.
- We ensure that parents are informed of children's progress at all stages of assessment, planning, provision, monitoring and review.
- All documentation is kept securely to ensure confidentiality.
- Funding may be applied for to support your child.
- Our SENCO has completed specific SENCO training.
- Staff have attended training linked to specific needs and will attend further courses if required.

### **Accessibility of the environment**

- We have a ramp and wheelchair accessible front entrance to allow for disabled children and adults to access the Pre-School. We also have accessible toilet facilities.
- Resources are easily accessible by the children who have free choice.
- We will explain the limitations of the building and would make changes or adapt our facilities where possible.

### **Working with other professionals**

We have contact with the following professionals:

- The Early Years Inclusion Officer
- Early Years Advisory Teacher
- Health Visitors
- Speech and Language Therapist
- Local Children's Centre Staff (e.g. parent support advisers)
- Local special needs pre-schools

Advice from professionals in other areas may be sought as a need arises, such as:

- Physiotherapist
- Occupational Therapist
- Common Assessment Framework (CAF) co-ordinator.

There are many other professionals who we can contact regarding a child's specific individual needs.

#### **Moving on to school/or another setting**

- We hold transition review meetings to plan transition for a child into school/ other setting. As well as parents and Pre-School staff, these could include foundation stage school teachers, school SENCO, receiving setting and relevant professionals.
- We share all documentation such as IEPs, My Support Plans, Early Year's Assessments, and observations with the next school/setting with permission.
- We invite receiving school/setting to visit our Pre-School to familiarise themselves with, and observe, the child and to share information in partnership with parents.

#### **Further information**

- The key person is always available for advice and support in the first instance. There is a list of every child and who their key person is on the notice board.
- Our Manager and SENCO are also available to offer advice.
- We can signpost parents to other professionals that may be able to help such as health visitor, speech and language therapist, children's centre and others.
- If a child's needs have been referred to a specific team, we will be able to support parents in accessing these services.
- Wiltshire Council – 0300 4560100

We operate an open door policy and our staff welcome families to visit our Pre-School. We will aim to work together to include any child with SEND.

## **Equality of Opportunity Policy**

### **Aim**

Lydiard Millicent Pre-School is committed to providing equal opportunity and anti-discriminatory practice for all children, families and employees. We strive to ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are valued;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- Make inclusion a thread that runs through all of the activities of the setting.

### **Admissions**

Our setting is open to all families in the community.

- We advertise the Pre-School locally and reflect the diversity of our society in any publicity or promotional materials.
- We base our admissions policy on a fair system.
- We endeavour to ensure that all parents are made aware of our Equality of Opportunity policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.

### **Employment**

- Vacancies are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service (DBS).
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity.
- We monitor our application process to ensure that it is fair and accessible.

### **Curriculum**

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;

- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in maintaining knowledge of their culture and their home language.

### **Valuing diversity in families**

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion. If we need advice on this, we will seek help from the Early Years Inclusion Advisor.
- 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, and of 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 setting. If necessary and where possible, we will try to amend or vary the time/day of meetings to accommodate parents/carers. Parents/carers should contact their child's key person in the first instance to re-arrange. We cannot however guarantee that meetings can take place outside of Pre-School hours.
- Information about meetings is communicated both verbally and in a written format to ensure that all parents have information about and access to the meetings.

## **Inclusion and Disability Access Plan**

As part of our Equality of Opportunity policy, we may need to make adjustments to our setting to accommodate an individual child. We will not treat a child less favourably for reasons relating to disability and we will take all reasonable steps to ensure that children with disability are not disadvantaged. We will discuss the needs of an individual child with the parents/carers and make every effort to support them as necessary. This may involve;

- Physical improvements to increase access
- Extending the provision of information to different formats

Each of these areas will be planned for the short, medium and long term to help support the needs of the child.

## **Identifying barriers to access**

We recognise that changes may need to be considered to accommodate an individual with a disability. The following list demonstrates some of the areas where change may be needed. This list is not exhaustive.

- Reorganising the layout of the room/outdoor space
- Adding a hearing loop
- Changing the colour of door frames
- Making printed matter available in large print format
- Widening pathways
- Adding ramps
- Reviewing emergency evacuation procedures
- Introducing alarms with both visual & auditory components

## **Legal framework**

The legal framework for this policy is:

- The Equality Act 2006, 2010
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001

## **Document Version Control**

<b>Issue Number</b>	<b>Issue Date</b>	<b>Summary of changes</b>
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1.2	November 2023	Minor Amendments to Wording
1.3	May 2024	No Amendments
1.4		
1.5		
1.6		
1.7		

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