

Equality of Opportunity Policy including SEN.

Amendments and Reviews:

| | | |
|---------------|---------------------------------|---------------------------|
| • Implemented | 02 nd January 2013 | Laura Leigh Wayman |
| • Amended | 16 th August 2013 | Laura Leigh Wayman |
| • Amended | 05 th January 2014 | Laura Leigh Wayman |
| • Updated | 12 th September 2014 | Laura Leigh Wayman |
| • Reviewed | 18 th December 2014 | Laura Leigh Wayman |
| • Updated | 17 th February 2015 | Laura Leigh Wayman |
| • Reviewed | 29 th May 2015 | Laura Leigh Wayman |
| • Reviewed | 17 th February 2016 | Sara Bradley |
| • Updated | 08 th March 2017 | Carla Gibson |
| • Reviewed | 17 October 2018 | Gareth Davies |
| • Updated | 12 August 2020 | Gareth Davies/Dawn Crosby |

Child's Play Private Nursery

Policies and Procedures

Equality of Opportunity Policy for Special Educational Needs (SEN)

It is a requirement that all early years' providers must have and implement a written policy to promote equality of opportunity for children in their care including support for disabled children and children with special educational needs or disabilities.

Child's Play Private Nursery have produced this policy to meet this requirement and to provide information about how all children will be included, valued and supported in our nursery. We are fully committed to taking positive and proactive steps to make sure that we provide a safe, stimulating and caring environment, free from discrimination and actively promote equality of opportunity for all children and families in our community so that children can fully flourish, strive, make a positive contribution.

Child's Play Private Nursery has regard for the SEND Code of Practice 2014 as well as the Disability and the Equality Act 2010 and the Disability Equality Duty in the Disability Discrimination Act (DDA) and the requirements for making reasonable adjustments to our nursery to make sure it is accessible to all, including those with Special Educational needs:

- Access at all Nursery Sites and Head Office.

Ferryhill Nursery Site is located on the ground floor of Ferryhill Sports and Education Centre and is accessible to everyone. There is also a lift available if access is required to the upper levels of the building. Disabled toilet facilities are also available. The rooms are also open plan. The outdoor play area is also fully accessible.

Chester-le-Street Site is located within a Sure Start Building owned and operated by Durham County Council on the ground floor. This building is fully adapted for disabled access with ramps and electronic doors and is accessible to everyone. There is also a lift available if access is required to the upper levels of the building. Disabled toilet facilities are also available. The rooms are also open plan. The outdoor play area is also fully accessible.

Seaham Nursery Site is located in its own bespoke building with disabled access to the entrance of the building. There are no electronic doors at this site and no lift to the upper floor of the building. These have been highlighted as a area that needs to be addressed and in the event of a child attending nursery with Special Educational Needs then support would be sought from Durham County Council for building adaptations. Disabled toilet facilities are available. All rooms are open plan and the outdoor play area is also fully accessible.

Hartlepool Nursery Site is located in its own bespoke building with disabled access to the entrance of the building. There are no electronic doors at this site and the entire nursery in single floor only. Disabled toilet facilities are available. All rooms are open plan and the outdoor play area is fully accessible.

Head Office is located in its own bespoke 3 story setting. The building is an old listed building so will have some restrictions to adaptability due to the 2 staircases. The main reception / office is fit for purpose for all styles of meetings. Access to the bathroom maybe difficult for those with physical difficulties due to its location on the third floor. Public toilets are accessible however 30 seconds from the location.

- Providing adaptations- we will look to make any adaptations where required in order to needs the individual needs of children/families in our setting. (This could involve altering the height of tables and equipment, or making further extensive adaptations requiring building works.)
- Liaising with other agencies and professional- Integration and positive working practices with the child, family, educational provision, health and social care and other agencies is a must to ensure the best possible practices and strategies are identified and in place for children with SEN and their families.
- Follow the Early Years Foundation Stage: All welfare requirements, characteristics of learning and developmental early years goals are planned for and considered when factoring in all working practices, policies, procedures and risk assessments.

Principles underlying the code of Practice:

The SEND code of practice describes the principles that should be observed by all professionals working with children and young people who have SEN and disabilities. These Include:

- Taking into account the views of children, young people and their families
- Enabling children, young people and their parents to participate in decision making
- Collaborating with partners in education, health and social care to provide support
- Identifying the needs of children and young people
- Making high quality provision to meet the needs of children and young people
- Focusing on inclusive practice and removing barriers to learning
- Helping children and young people to prepare for adult hood.

Working together:

The SEND reform of 2014 and Section 25 of the Children and Families Act 2014 states that all local authorities have a duty to ensure integration between educational provision and training provision, health and social care provision where this would promote wellbeing and improve the quality of provision for disabled children and young people and those with SEN. This requires close co-operation with all professional, agencies and social care partners to research, plan, and commission and review services.

Child’s Play Private Nursery is committed to meeting the needs of others individuals. In order to do this, we will also work with other agencies including, health visitors, family workers, paediatricians, physiotherapists, SALT, education psychologists, area SENCO’s to name but a few. The settings allocated SENCO are responsible for ensuring appropriate liaisons, communications etc and to pass on appropriate advice, information, training to other members of staff in the nursery. However, the above persons work very closely to our senior lead practitioners of the rooms, this helps us to ensure all the needs of children are being met.

It is extremely important that we ensure all of our staff have a shared philosophy/belief regarding children with special educational needs and equality and diversity.

Where we have a child in the setting with SEN we will arrange appropriate training and meetings as required so that each staff member is fully aware of their individual needs, this gives continuity and consistency of care. (Each Special Carer is responsible for getting to know the needs of every child so that they also receive continuity and consistency of care also.)

The SENCO or Child’s Special Carer will regularly attend TAF (Team around the family meetings) where professionals from multiple agencies including family and child where appropriate will get together to

discuss achievements in learning and development and agree shared, joint targets and outcomes which aim to help improve the outcomes for the child.

The Local Offer:

Durham County Council and Hartlepool Borough Council both have a duty to publish a local offer, setting out in one place information about provision they expect to be available in the area across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have EHC plans. Child's Play Private Nursery ensures our nursery information is always up to date and our local offer information can be found on their family information service website:

<http://www.countydurhamfamilies.info/kb5/durham/fsd/service.page?id=H3Rhbj3937E&&familychannel=5055621>

www.hartlepool.fsd.org.uk/kb5/Hartlepool/fsd/local_offer.page

Improving Outcomes- High Aspirations and Expectations for Children with SEN:

All children are entitled to an education which will enable them to achieve the best possible start in life despite of any individual needs, ethnic background etc... They are entitled to a range of play and learning experiences which will allow them to become confident young children who have a growing ability to communicate their own views and ready to make the transition into compulsory education and become prepared for adult hood.

At Child's Play Private Nursery we value and acknowledge each and every child's individuality, and aim to help them feel good about themselves and encourage them to value and respect others, we will also strive to encourage and develop their sense of confidence and independence.

The setting's special carer policy it a vital tool in ensuring equality of opportunity and promote and value diversity, the special carers get information from parent's about their child's routines, likes and dislikes. This initially occurs during the induction process, the relationship with parent and special carer then grows and they speak on a daily basis to ensure that they are continually informed of 'up to date' information about the child's routines, likes, dislikes, as well as any other needs. (Please refer to our parents as partners and special carers policy for further information on how we work with families.)

Where we have a child with Special Educational Needs we plan to differentiate all activities just as we would for gifted and talented children for example so that they can take part and that it is appropriate to their current stage of ability and development. Inclusion is fully incorporated into our day to day practises and planning.

We will also ensure that we have/provide the following in order address individual needs of children in our setting:

- Specialist equipment (as needed) including 1:1 support as and when required.
- Make suitable arrangements for outings (i.e. additional staff, equipment, resources)
- Look at ways in which other children's awareness might be raised, for example, positive images of disability in books and toys
- Consider any specific risk factors and put into place any appropriate actions and risk assessments into place.

Where meeting the individual needs of a child in our setting we will aim to provide additional staffing so that the child can work on a 1:1 ratio with a staff member (where possible this will be the special carer.) On occasions may not be able to do this we will look at the deployment of staff or grouping of children so that we can work on a reduced ratio for example 1:4 instead of 1:8.

Sometimes outreach workers provided by local authorities will be sourced to provide specific 1:1 care for a child- they will have a specific job description detailing duties required by them, whilst in the setting, they will also be required to adhere to all of Child's Play Private Nurseries Policies and Procedures as well as local authority guidelines under which they are employed.

Child's Play Private Nursery works closely with the early years advisory team and the area SENCO's in order to meet the requirements of the Code of Practice for the identification and assessment of special educational needs.

Positive Role Models- we actively encourage and support staff to act as positive role models to children. The setting manager should work closely with staff members to ensure and promote positive role modelling. For example, by staff displaying and promoting tolerant and respectful behaviour, language and attitudes, and challenging any discriminatory incident.

Transition: SEN support will include planning for and preparing for transition, before a child moves into another room, setting or school. Here a full review via a multi-agency meeting will likely be helpful to further discuss and support the transition and review and additional support, practices or outcomes for the child and family.

Record keeping - Children with special educational needs or children of concern

Child's Play Private Nursery will maintain records of children in our care, under the EYFS statutory guidelines:

- Chronology lists are kept of any meeting, agreements and targets. It is the responsibility of the person co-ordinating the correspondence to log this and the role of the SENCO to monitor, assess and review these.
- Special carers formulate a child's individual learning journey (observations)
- Flying from the Start assessments and progress summaries are completed every 3 months to identify personal targets. (This includes the Progress Check at age two, which is coordinated with Health Services)- Staff meet termly with Health Visitors to discuss the 2 year checks.
- EHCP (Educational Advice) are formulated as part sharing information with families and professionals, this format is now cohesive across all agencies for continuity purposes.
- **My story's may** be filled in with the family here at the Nursery along side a Special Carer (practitioner) or via another professional body- this document is the child's personal document and will travel with them throughout their journey.
- SEN support plans will be agreed via TAF meetings.

All documentation is shared with the families, 24/7 access to learning journey and assessment documents can be found via the Blossom Educational Software which was implemented in September 2018 or by speaking to the Nursery Manager.

(For further information on documentation please refer to our documentation, assessment for learning and child protection policy and procedure.)

Early Identification-

Child's Play Private Nursery special carer policy and ethos truly comes into its own when it comes to getting to know families and children, due to our working practices identified in this policy early identification is widely recognised when then leads to making effective provisions and improvements for the long term outcomes for children.

All of the settings practitioners who work with young children are alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development. They are listened to and the concerns are addressed as soon and as professionally as possible. The same also applies if the child discloses their own concerns.

Where a child appears to be behind expected levels or where a child's progress gives cause for concern, practitioners will consider all information about the child's learning and development from within and beyond the setting, from formal checks from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners will consider information on the child's progress in communication and language, physical development and personal, social and emotional development (Prime areas). Where any specialist advice has been sought from beyond the setting, this will also inform decisions about whether or not a child has SEN. All information will be brought together with observations of the family also.

Where it is thought housing, family or domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment (EHA) should and will be adopted.

Making Referrals: Referrals may be made to the following agencies:

- SALT (Speech and language)
- HV (Health Visitor)
- EPs- Educational Psychologist (ONLY Health Services can refer direct into this team)
- First Contact Durham - 03000 26 79 79
- First Contact Hartlepool – 01429 284284
- Local Authority Early Years Equality and Inclusion EDAs
- OT (Occupational Therapist)

Child Protection-

Child's Play Private Nursery will always follow its Child Protection Policy which follows the Safeguarding and welfare requirements stated in the EYFS.

Equality Act 2010:

Child's Play Private Nursery has a duty under the Equality Act 2010, in particular we must not and will not discriminate against, harass or victimise disabled children, and we will always make reasonable adjustments, including the provision auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

Financial support:

In order to find out information about financial support that may be available to support children with special educational needs in the setting we liaise with the local authority initially or funding or grants.

Child's Play will normally make a request for funding via the local authorities SDCATCH protocols.

Additional resources such as Outreach is not now linked to a statement- we will liaise with EDAs.

We appreciate that there may not be such funding available so with permission and consent from parents, carers and families we may look to secure charitable monies to help source appropriate equipment, resources or items in order to meet the individual, special educational needs of children.

Families may also have the option to access the personal budgets- The Children and Families Act 2014 gives parents and carers of children with Education, Health and Care Plans; and young people over the age of 16, greater choice and control over the support arrangements. If a child or young person receives an Education, Health and Care Plan parents/families will be able to ask for a personal budget. Durham Local Authorities policy, procedure and guidance for this can be found on http://search3.openobjects.com/mediamanager/durham/fsd/files/personal_budget_policy_and_procedures.pdf

From September 2014, 2-year old's who are in receipt of Disability Living allowance (DLA) will be entitled to Free Early Education. This free early education will also be available to children who hold a current statement of Special Educational Needs or Education, Health and Care Plan.

Disability Access Fund (DAF) is a new funding for early years providers to support children with disabilities of special needs. It aids access to early years places by supporting providers in making reasonable adjustments to the setting. Providers taking 3 and 4 year old that are eligible for the Disability Access Fund will be entitled to a one off payment of £615.

Disciplinary action:

If a staff member is found to be acting, or have been acting, in a discriminating way disciplinary action may be sought, according to our disciplinary procedures. This may lead to termination of employment in extreme circumstances- otherwise a written warning would be issued along with appropriate training being provided. In extreme circumstances legal advice/action maybe sought by Wayman Developments Ltd T/As Childs Play Private Nursery.

Useful policies, resources and websites:

Resources

- Advisory, Conciliation and Arbitration Service (ACAS) www.acas.org.uk 08457 474747
- Mencap www.mencap.org.uk 020 7454 0454
- Guide to the Equality Act and Good Practice, Pre School Learning Alliance, www.preschool.org.uk Tel 0207 697 2500
- Durham SEND Information, Advice and support service (formally parent partnership service) 0191 587 3541
- Early Years Team at Durham County Hall: 03000 266784
- Early Years Team at Hartlepool Borough Council: 01429 284881
- SEND Statutory Casework Team (formally SEN Placement and provision) 03000 268 878
- Education Psychology Service: 03000 263 33
- Equalities and Intervention Team (Formally EMTAs) 01740 656998 or 657792
- www.countydurhamfamilies.info

Policies and Procedures

- Safeguarding Policy
- Parental Login Domain Policy
- Parents as partners and the role of the special carer policy

- Child's Play Pedagogy

The legal frameworks for this policy are:

- The Children Act 1989 and 2004
- Race Relations Act 1976
- Sex Discrimination Act 1975 and 1986
- Equal Pay Act 1970
- Disabled Persons Act 1986
- Disability and Equality Act 2010
- Human Rights Act 1998
- Education Act 1993
- Special Educational Needs Code of Practice (September 2014)
- Race Equality Act 2000
- The Human Rights Act 2000.
- The Early Years Foundation Stage