

Equal Opportunities (SEN) (See Local offer)

Nursery Ethos

The ethos of Rising Stars Nursery is to be a positive and supportive influence upon children with special educational needs. We will provide a climate within which children can develop and grow and work towards their potential in a secure, caring and ordered environment. All children are seen as being of equal value, who should be treated with respect, and entitled to a quality of education they can access with a fair share of nursery resources. We encourage understanding and co-operation. Mutual respect, the encouragement of self-esteem and a willingness to help those in need are promoted as means whereby all children can feel happy, secure and cared for.

Aims and objectives

Rising Stars Nursery's Equality of Opportunity Policy will place emphasis on the early identification of any difficulties a child may have, and on offering an appropriate learning environment in which we provide a range of differentiated activities to meet all individual needs.

The staff in the nursery will aim to work closely with and will engage with parents/carers if it is felt any child is experiencing difficulties.

The child's progress will be observed, monitored and recorded as appropriate. If special needs action is felt to be beneficial for a child the SENCO will liaise with parents and staff.

The nursery will continue to build upon the close relationships established with other professionals in order to ensure we are providing effective and supportive provision for children with S.E.N. and their families.

Special Educational Needs Co-ordinator and arrangements for co-ordinating educational provision for children with special needs:

The name of our Special Needs Co-ordinator (SENCO) is **Emily Darwen** and deputy SENCO is **Anna Edmonds and Sarah Hallam**.

The SENCO's role is to

- Ensure the objectives of the Equality of Opportunity Policy are reflected in the practice of the nursery.
- To ensure that the staff understand, are familiar with and follow the SEN practice as stated in the nursery's SEN policy.
- To promote a close relationship with parents of children with SEN.

- To continue to liaise with other professionals/agencies.
- To promote staff development in relation to SEN and to ensure appropriate training for staff.
- To monitor the SEN policy and set dates for evaluation and reviews.
- To contribute to any written reports given to parents regarding Equality of Opportunity policy.

Admission Arrangements

The admissions arrangements for children with SEN are detailed in our admissions statement and our Equal Opportunities Policy. Staff are given information regarding the Code of Practice, Discrimination and Disability Act.

The admissions arrangements for children with SEN are the same as they are for all children who attend the Centre. Staff are given information regarding the Equality Act 2010. A Full copy of the Special educational needs and disability code of practice: 0-25 years (2014) is located in the office.

Specialist Facilities and Staffing

The nursery has disabled access and disabled toilet facilities.

Information about nursery's policies, for identification, assessment and provision, for all children with Special Educational Needs.

Allocation of resources

We have a senior member of staff and the appropriate number of staff allocated within the nursery who are familiar with the nursery ethos. Staff are deployed within each room to work with individual children as appropriate.

We provide a range of differentiated resources to promote early language, literacy, numeracy and social skills. These include big books, story and rhyme tapes, table- top language and numeracy games, construction toys, sand play etc.

Identification, Assessment and review arrangements

The University of Cumbria Pre-School Centre has regard for the revised Special educational needs and disability Code of Practice (2014) on the identification and Assessment of Special Educational Needs.

We adopt a graduated response approach for SEN support

Early Years Action

This is viewed as effective individualised arrangements for teaching and learning not necessarily additional staffing.

When would this action be taken

Triggers:

If there are concerns about a child who

- Makes little or no progress even when teaching approaches are targeted to improve identified areas of weakness.
- Continues to work at levels significantly below those of his peers/children of similar age.
- Presents persistent emotional and/or behavioural difficulties, which do not improve through daily behaviour management techniques used in nursery.
- Has sensory or physical difficulties and makes little or no progress despite provision of aids or equipment.
- Has communication and/or interaction difficulties and requires specific individual interventions in order to access learning

Begin to monitor and collect evidence

Action taken may be

- An adult devising an intervention and monitoring
- Writing a targeted learning plan
- Differentiated learning materials/equipment
- Some individual/small group support.

SEN support may also include involvement for external support agencies who may provide:-

- Advice on targeted learning plans and targets
- More specialist assessments
- Advice on use of new or specialist strategies or materials
- In some cases provide support for particular needs

Triggers for referral to outside agencies; despite work done on a targeted learning plan, the child

- Continues to make little or no progress in specific cases for a long period
- Continues working at an early years curriculum substantially below that of children of a similar age
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning and that of others
- Has sensory or physical needs which require additional equipment or regular visits from a specialist service i.e., Occupational Therapy, Physiotherapy
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Arrangements for providing access for children with SEN to a broad and balanced curriculum

In planning our curriculum we ensure that we are providing appropriate learning opportunities for children with SEN through: -

- Long, medium and short-term plans which take into account a range of special educational needs.
- Planning with differentiated learning targets.
- Planning, assessing, monitoring and recording individual progress in relation to the Early Years Foundation Stage.
- Careful monitoring and evaluating to ensure that changes are made to our practice as appropriate.
- Adapting and changing our teaching styles to deliver learning activities to children with different individual needs.

Arrangements for including children with SEN into the Nursery

Our learning environment provides opportunities for all children to be included in the nursery as a whole: -

- Any physical changes within the nursery will ensure that any child with SEN will be included eg., the position of activities will be accessible to all children, children with SEN will be included if moving of equipment is necessary etc.
- We will offer inclusive play activities both inside and outside.

Monitoring and Evaluating our SEN Policy

We monitor and evaluate our Equality of Opportunity Policy as follows:

- On a yearly basis reviewed every September.
- The entire staff will be responsible for monitoring and evaluating our policy and practice.

In considering what and how we will monitor and evaluate our policy we will focus on the following: -

- How well our identification procedures have enabled us to attend to children with difficulties and to put appropriate observation and assessment processes in place.
- How well the children have attained individual targets.
- How efficient record keeping has been in following a child's progress.
- How effective the curriculum delivery has been in ensuring access to a broad range of experiences and learning activities with other children.
- How well parents have been informed about their child's provision and how effective it has been.
- How staff feel about our procedures of early identification, assessment and planning in relation to special educational needs and whether they feel the children have made progress.

Complaints in relation to SEN

Complaints about our SEN provision are dealt with as follows: -

- The designated person (SENCO), **Emily Darwen** name will be displayed on the notice board for parents to see immediately.
- If a complaint is made the Manager will be informed who will immediately record the complaint and then inform the proprietors Margaret Wilson and Philippa Perks.
- The complaints will be recorded and the person making the complaint will be asked to sign it along with the SENCO and the manager.

- Details of action taken and outcomes of relevant action will be recorded alongside the original complaint
- Every issue will be dealt with in the strictest of confidence.

Information about Rising Stars Nursery staffing policies and partnership with other professionals and agencies:

The nursery understands the needs for their staff to have up to date information regarding SEN.

The SENCO will attend county training courses for their professional development and will address training issues in relation to SEN. This will be delivered as in-house training.

We offer a range of reading material on special educational needs which is available for staff to borrow at any time.

The SENCO and staff have opportunities to discuss practice, policy and procedures through regular meetings.

Partnership with parents

Rising Stars Nursery understands the importance of developing relationships with parents and seeing them as partners in the education and learning of their children with SEN. We feel it is essential to build strong relationships with parents and this is done by

- Making and taking every opportunity to talk with parents and to involve them in the appropriate way in the work of the nursery.
- Making decisions in conjunction with parents as partners, not just informing them of any decisions that have been made.
- Asking if parents wish to stay with their children when the child first starts the nursery.
- Recognising that parent have individual needs and taking these into account when arranging meetings etc.
- Being aware that a child may have two parents living apart who both wish to be involved and informed.
- Continually informing parents if any outside agency is coming to see their child at the Centre and letting parents know any outcomes if they can not be present themselves.
- Both respecting parent's wishes regarding confidentiality and also enabling them to share information, which may benefit their child.

Approaching parents

Staff need to be aware that approaching a parent with a concern about their child, is a very sensitive area and needs to be handled with care.

It is important that the staff document any initial conversation with the parents and ask the parents to reciprocate in the home setting.

Links With Other Early Years Settings and Other Support Services

Rising Stars Nursery has developed close links with Longlands Child Development Centre and is able to contact the Centre with any concerns

A link between Ridge County Primary School and Firbank Children Centre has been established and is available for advice.

All documentation on the child is passed on to the new setting after obtaining consent from the parents.

We work closely with the Inclusion Teacher for the area.

Policy statement for able children

All children are entitled to receive an education appropriate to their age, ability and aptitude. Therefore children who are generally or specifically in advance of their peers will need to experience an enriched curriculum in order to achieve their full potential. These children will in turn enhance the nursery and eventually society at large.

Purposes:

- To identify able children.
- To acknowledge the needs of the able child.
- To raise the level of staff expectations of the potential of able children.
- To offer an enriched curriculum which both stimulates and challenges.

To give gifted children the opportunity to take more responsibility for their own learning.

Internal use only

This policy was adopted on	Signed on behalf of the nursery	Date disseminated to staff	Date for review
2.09.12		February 2020	April 2018 April 2019 April 2020