



## **Special Educational Needs and Diversity**

### **Policy statement**

We will ensure that our setting is fully committed to valuing diversity, by providing equality of opportunity and anti-discriminatory practice for all children and families. We provide an environment in which all children, including those with special educational needs, and disabilities, are supported to reach their full potential. The Pre-School aims to have regard to the SEN Codes of Practice on the Identification and Assessment of Special Needs and to provide a welcome and appropriate learning opportunity for all children.

### **We aim to:**

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles and diverse family structures, diverse ethnic and cultural groups, and disabled people.
- Improve our knowledge and understanding of issues on anti-discriminatory practice, promoting equality and valuing diversity.

We have one designated member of staff as our Equality Named Co-ordinator:

**Susan Yardy**

### **Admissions:**

Our setting is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We ensure that all parents/carers are made aware of this policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act 2010. These are:
  - Disability, race, gender reassignment, religion or belief, sex, sexual orientation, age, pregnancy and maternity, marriage, and civil partnership
  - Being a member of a travelling community or asylum seeker.

- We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly racist insignia, distribution of racist material, name-calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

### **We do this by:**

- Making children feel valued and good about themselves.
- Ensuring that children have equality of access to learning.
- Recognise the different learning styles of girls and boys, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities.
- Positively reflecting the widest possible range of communities in the choice of resources.
- Avoiding stereotypes of 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.
- 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.
- Ensuring that children speaking languages other than English are supported in the maintenance and development of 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.
- For families who speak languages in addition to English, we will try to develop means to ensure their full inclusion.

### **Children with Special Needs and Disabilities:**

- We have a designated member of staff as our Special Educational Needs Co-ordinator. Our SENCO is: **Susan Yardy**
- Children with special educational needs and disabilities, like all other children, are admitted to the Pre-School after consultation between parents, Pre-School manager, and key worker.
- We use the graduated response system for identifying, assessing, monitoring, and responding to children's special educational needs.
- We work closely with parents/carers of children with special educational needs to create and maintain a positive partnership.
- We provide a broad and balanced Pre-School curriculum for a child with special needs.
- Our staff and committee members attend in-service training whenever possible. Parents/carers may also be able to attend these courses.

- If it is felt that a child's special needs cannot be met in the Pre-School without the support of a one-to-one worker, funding may be sought to employ one, and to cover any additional resources necessary.
- We work in liaison with staff outside the group, including therapists, health visitors, psychologists, social workers, paediatricians, and support workers, to meet children's specific needs.
- We provide a complaints procedure. Parents should follow the procedure as outlined in the Complaints Procedure Policy.
- We operate a staggered entry system, if this is deemed appropriate, to meet the needs of the individual child. There will be the opportunity to meet staff at the end of the session. Confidentiality will be respected at all times.
- Individual Child Plans (ICP), Care Plans, and Behaviour Plans are set up in consultation with parents/carers, following observation of the child. These will be reviewed on a regular basis. ICP/Care/Behaviour Plans will be passed to parents, another Pre-School setting, or the local school, when the child leaves, with parental permission, or in line with the data protection act.

### **Employment:**

- Posts are advertised, and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds, and posts are open to all.
- We may use the exemption clauses in relevant legislation, to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria, is offered the post, subject to references, and DBS checks. This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

### **Training:**

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing relevant first aid procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

### **Curriculum:**

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

- We encourage parents/carers to take part in the life of the setting, and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means, and offer information regarding sources of financial support.

**Food:**

- We work in partnership with parents/carers to ensure that dietary requirements of children that arise from their medical, religious, or cultural needs 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.

**Adoption and annual review of the policy**

<b>This policy was adopted at a meeting of</b>	Tiddlywinks Pre-School Committee
<b>held on</b>	22nd April 2024
<b>Signed on behalf of the management committee</b>	
<b>Name of signatory</b>	Hilary Allen
<b>Role of signatory</b>	Chair