**Neatishead and Barton Preschool**

**Equal Opportunities and SEN Policy**

**Children:**

Neatishead and Barton Pre-school is committed to equal treatment for all, regardless of an individual’s race, religion, sexual orientation, gender, disabilities, age or social background.

We aim to create a friendly, caring and nurturing environment in which every child is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each child.

This Preschool aims to demonstrate through its work that it positively values and respects all children and families. All children are positively encouraged by the staff to participate in all activities.

Our Preschool is purpose-built with full disabled access and toilets. We endeavour to make reasonable adjustments to accommodate any additional needs that children and their families may have.

This Preschool considers it important to provide a range of experiences and an environment that will instil in the children a positive outlook towards people in our society whom they see as different from themselves.

**Staff:**

It is the policy of this Preschool to positively value and respect people regardless of their race, religion, sexual orientation, gender, disabilities, age or social background.

A member of staff is employed because that person is considered to be the best candidate for the job following our recruitment process.

**Supporting children with special educational needs**

We provide an environment in which all children, including those with special educational needs are supported to reach their full potential. We are sensitive to the needs and feelings of children with SEN and their families. We work in partnership with parents and other agencies at every stage and in any plans that are made to meet a child’s individual special needs. The learning environment provides the opportunities for all children to be included in the setting as a whole having an accessible building, toilet, child size and accessible equipment and with free flow play inside and out, and a flexible routine with an inclusive outlook.

* We have regard for the Department for Education Special Educational Needs and Disability Code of Practice 0 to 25years (2014).
* We ensure our provision is inclusive to all children with special educational needs.
* We support parents and children with special educational needs (SEN).
* We identify the specific needs of children with special educational needs and meet those needs through a range of SEN 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.

**Procedures**

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is **Nicola Painter.**

* We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
* We ensure that our inclusive admissions practice ensures quality of access and opportunity
* We use the graduated response system for identifying, assessing and responding to children's special educational needs as early as possible.
* We work closely with parents of children with special educational needs to create and maintain a positive partnership
* We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
* We provide parents with information on sources of independent advice and support.
* We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools
* We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
* We use a system of planning, implementing, monitoring, evaluating and reviewing resources, activities and progress for those children with special educational needs.
* We ensure that children with special educational needs are appropriately involved in all stages of the graduated response taking into account their levels of ability.
* We have systems in place for supporting children during the Health and Care Plan process
* We have systems in place for working with other agencies through each stage of the FSP
* We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
* We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
* We provide a complaints procedure
* We monitor and review our policy annually.

**Links to other relevant policies**:

* Safeguarding policy

**Legal Framework**

* Disability Discrimination Act 1995
* Equality Act 2010
* SEN and Disability Act 2001
* Children’s Act 1989, 2004

Signed on behalf of the Committee

Name of Signatory

Role of Signatory

Date

Date to be reviewed