

Equality of Opportunity/ Special Needs

Providers must have arrangements to support children with SEN or disabilities, and must have regard to the Special Educational Needs and Disabilities document (SEND 2015)

EYFS Statutory Guidance page 29

Our policy for Equality of Opportunities: We believe:

Within our nursery we feel the needs of the child are paramount and the setting is inclusive and committed to the inclusion of children with special educational needs. All children have the right to be educated and develop to their full potential alongside each other. It is a positive experience to be able to share experiences and opportunities and overcome any difficulties together.

Our aim is to ensure that all children and young children regardless of gender, race, class or disability will have the right to:

- A broad and balanced curriculum
- Be valued and confident and have their self-esteem enhanced.
- Be cared for and educated within a warm, inviting, stimulating and well-resourced environment where diversity is valued and there's respect for every child.

Access to provision that is inclusive and enables them to make a positive contribution to their care and education.

Our procedures for Equality of Opportunities is: We support this by:

- Recognising children's individual needs and being aware of and consulting with the SEND Code of Practice and other relevant legislation.
- Providing early intervention to assure appropriate support, advice and training.
- Understanding the vital role parents play in supporting their child's holistic development and education. Parents will always be consulted and kept informed of any action taken.
- Liaising with other agencies including health and the local Authority.
- Offer children with specific identified needs a full, broad, balanced and relevant curriculum for the foundation stage.

- Taking into account the views of the child.
- Providing a designated SENCO person.
- Ensuring all children's needs are met by providing the culture, practice, management and effective deployment of resources in our nursery.

The Special Educational Needs coordinator

The special educational needs co-coordinator at the nursery will take overall responsibility for issues around special needs/disability; they will work alongside the child's key person/manager/parent/carer to ensure the child's additional needs are met.

At Little Rainbows our special educational needs co-coordinator (SENCO) is:

- Joanne Alvy

They will work alongside the child's key person to:

- Take into account the views of the child
- To support the implantation of a single assessment and/or the involvement of the Early Years SEN Support Service
- Promote high standards of education for children with SEN
- Ensure the relevant background information about individual children with special educational needs is collected, recorded and updated through monitoring and observation
- Ensure appropriate 'My Support Plans' are in place and these are reviewed regularly.
- Ensure liaison with parents and other professionals in respect with the child's special educational needs.
- Be kept updated through regular training.

At the centre we have facilities that include:

- Wheelchair access.
- Assistance with personal care needs which will be carried out in a private and dignified manner.
- Caring, experienced staff who are sensitive and flexible towards the needs of the children.

- Links with other settings/agencies to enable us to use specialist equipment.

Identification and Assessment

We place great importance on early identification of special educational needs so that we can aid children to develop and enhance their skills. Once the key person who works day to day with the child identifies additional needs they will liaise with the manager/SENCO and parent/carer. A single Assessment will then be completed with the support of the Early Help Access team.

Transition to School

Once a child is at the age to move to school, any records made by the early years setting for a child with a possible educational/ development need will be passed onto the school with the parents' consent. The importance and the benefits to their child of providing these records to the school will be carefully explained to the parents.

Children Act 1989

The Act (3.1) defines a category of children 'in need' for whom the Social Care Department should provide services, if necessary, to safeguard and promote the welfare. A child is defined in the Act as being in need if:

- A. He/she is unlikely to achieve or maintain or to have the opportunity of achieving and maintaining a reasonable standard of health or development without the provision for him/her of services by a local authority under this part of the Act or
- B. His/her health or development is likely to be significantly impaired or further impairment without the provision for him/her of such services or
- C. He/she is disabled

Disability and the Equality Act 2010

From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply.

The Act sets out two main duties:

- Not to treat a disabled child less 'favourably'
- To make 'reasonable adjustments' for disabled children

Special Educational Needs Code of Practice (SEND) 2015

Anticipatory Duty

The Act requires providers to make 'reasonable adjustments' for disabled children. The duties are anticipatory, that is providers need to think ahead and consider what they may need to do for disabled children before any problems arise.

For further information please visit Direct.gov.uk and search for Disability and the Equality Act 2010

EARLY YEARS SEN SUPPORT SERVICE

(Home Portage – Childcare Inclusion – Portex)

Identifying and supporting children's learning needs within the home,
childcare environment and mainstream school

Educational Psychology and Early Years

Westtown Centre

Boothroyd Green

Dewsbury

WF13 2RQ

Tel: 01924 483 744

Please call and ask for Early Years SEN for advice and support



EARLY YEARS SEN SUPPORT SERVICE

Supporting children who have additional needs

What we do

Offer advice and guidance about children's learning needs to:

- ❖ Parents / Carers and Families
 - ❖ Pre - schools
 - ❖ Day care settings
 - ❖ Childminders
- ❖ Mainstream school up to the end of Key stage 1

