

# Inclusion, Equality, Diversity and Values Policy 2019

## Shiplake Village Nursery



**Approved by:** The Governors of Shiplake CofE School and Shiplake Village Nursery **Date:** 11 February 2019

**Last reviewed on:** 11 February 2019

**Next review due by:** 11 February 2020

## **Supporting children with special educational needs**

We provide an environment in which all children with special educational needs (SEN) or disabilities are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEN.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

### **Procedures**

- A member of staff is our SEN coordinator (Holly Ackroyd) and is supported by Sophie Underwood SEN Coordinator at Shiplake Primary School.
- We ensure that the provision for children with SEN is the responsibility of all staff in the setting.
- We provide a broad, balanced and differentiated curriculum for all children.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making.
- We use a graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We, where appropriate, take into account children's views and wishes in decisions making process.
- We provide parents with information on local sources of support e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEN.

- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN.
- We raise awareness of our special education provision via our website and or promotional materials.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action 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.

### **Further guidance**

- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2013)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

### **Equality and Diversity**

In line with the EYFS 2017 with requirement 3.67 we will have in place arrangements to support children with SEN or disabilities. This is in response to the new Send Code of Practice

We give all children in our care the opportunity to reach their full potential. Sometimes this means adapting an activity to the child's ability and stage of development, providing additional resources or giving one child more attention and support than others during a particular activity or routine.

All children in our care are given the opportunity to play with all the toys (subject to health and safety with children under 3 years of age). No toys are just for girls or just for boys. We try to ensure our toys reflect positive images of children and people from different cultures and with different abilities. We have toys and resources that challenge stereotypical ideas on what careers are open to men and women.

No child in our care will be discriminated against in anyway, whether for their skin colour, culture, gender, ability or religion. We will challenge any remarks that we feel are inappropriate.

We encourage the children in our care to learn more about their own culture and to find out about the culture and religions of other children. We do this in a fun way through sharing books, colouring sheets, cooking and eating food from around the world and celebrating special festivals. We will provide resources such as woks and chopsticks, dressing up clothes and multicultural skin tone crayons and pencils.

We encourage the children to develop a healthy respect of each others differences and to value everyone as an individual.

We encourage Parents to share with us any festivals, special occasions or artefacts, which may enhance the children's learning and understanding.

We are aware that some children may have special needs and to be proactive in ensuring that appropriate action is taken when a child is identified as having special needs or starts in my care. We must promote the welfare and development of the child in partnership with parents and other relevant agencies.

We have, therefore, put the following procedures in place:

- If we think a child in my care has a special need we will:
- Keep observational notes.
- Share these with the child's parents.
- Discuss what support is available.

- Keep all matters confidential.

If we are caring for a child with special needs we will include them by:

- Valuing and acknowledging children's individuality and help them to feel good about themselves.
- Seek information from parents about the child's routines, likes and dislikes.
- Adapting activities to enable children with special needs to take part.
- Arrange access to specialist equipment if needed.
- Consider any risk factors.
- Encourage children's confidence and independence.

We will work in partnership with parents and discuss:

- Agencies that are also involved in the child's support and care.
- Equipment that the child may need.
- Advice or support that will help me to provide the best care possible for their child.

We will consider how we can ensure the privacy of a child with special needs whilst continuing to supervise other children in our care.

## **British Values Policy**

### **Teaching British Values**

The Department of Education states that there is a need 'to create and enforce a clear and rigorous expectation of the fundamental British values in the early years of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs'. At Shiplake Village Nursery we strive to promote British values through our embedded ethos, our EYFS delivery and the daily life of the nursery, helping children to understand their importance and how to apply them to their behaviour as responsible citizens in a multi-cultural and multi-faith society.

**Democracy:**

We listen to the voices of the children and the parents. Our nursery behaviour management policy is clear that children are expected to contribute and co-operate, taking into account the views of others.

**The Rule of Law:**

We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules), that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken.

**Individual Liberty:**

Within the nursery, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a nursery we educate and provide boundaries for young children to make choices safely, through our provision of a safe environment and empowering experiences. Children are encouraged to know, understand and exercise their rights and personal freedoms.

**Mutual Respect:**

Part of our nursery ethos and behaviour policy has revolved around Core Values such as 'Respect', and children are modelled this by caring, sharing and listening to others. Staff help children to understand how to respect by talking about how actions/words can affect others.

**Tolerance of those of Different Faiths and Beliefs:**

We aim to enhance children's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Children have the

opportunity to dress-up in clothes and try different foods from other cultures and we encourage parents/carers to participate and support our multi-cultural events.

**This policy is used in conjunction with our Inclusion, Behaviour Management and Safeguarding policies**