



## **OMBERSLEY ENDOWED FIRST SCHOOL NURSERY**

### **Equality of Opportunity Policy**

(To be read in conjunction with the  
**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY,**  
**INCLUSION POLICY, Policy for Pupils with Medical Conditions and Disability Equality Scheme)**

**SENCO- Mrs Rhiannon Jordan**  
**SEN Governor- Mrs Louise Robinson**  
**Deputy SEN Governor- Mrs Janet Pittaway**

#### **What Equality of Opportunity means at OEFS Nursery:**

Equality of opportunity requires that everyone has an equal chance to develop themselves to their full potential and be safe and free from harm. The Early Years Foundation Stage Statutory Framework states that "children should be treated fairly regardless of race, religion or abilities". It includes:

- equality of access for all
- social inclusion for all
- life choices are widened, not restricted
- talents are fostered, not suppressed
- no one experiences disadvantage or discrimination in any form
- stereotypes are challenged by staff
- all forms of bullying and harassment are condemned and challenged
- individual and community needs are responded to in a sympathetic and imaginative manner
- individuals and groups are allocated appropriate levels of support to ensure that their potential is fulfilled
- the principle of equity applies.

#### **Early Years SENCO:**

OEFS Early Years SENCo is Rhiannon Jordan

The Role of the SENCo (as set out in the SEND Code of Practice (5.54)):

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the settings approach to identifying and meeting SEND needs.
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Liaising with professionals from beyond the setting.

#### **Policy Aims:**

- High aspirations and expectations for children with SEND
- Early Identification and intervention – to nip issues in the bud and reduce frustration in children.
- Parents views are at the centre of support put in place

- It relates to the SEND Code of Practice 2014, Children's and Families Act 2013 and Equality Act 2010 (Equality Act 2010:
- must make reasonable adjustments to include children with SEND
- must not discriminate against or harass children with SEND)

### **OEFS Nursery ethos and values around SEND:**

We follow the guidance set by Worcestershire County Council in the document

**Ordinarily Available In Worcestershire Early Years Settings** and in the **SEND Code of Practice 2015:**

Our aims are:

- i) To be a fully inclusive setting enabling all pupils to fully access the Early Years curriculum
- ii) To work in partnership with parents to establish the support the child needs.
- iii) To focus on positive outcomes for all pupils
- iv) To ensure that the children in our care achieve the best possible educational and other outcomes, and become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education

We do this by working:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the appropriate curriculum;
- to ensure that parents/carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

### **How children with SEND will be fully included: (See also Inclusion Policy)**

We endeavour to provide an inclusive environment. No child should be unable to access learning opportunities because of any SEND. Careful planning and preparation through quality first teaching is the first approach to ensure children's needs are catered for. If necessary extra support will be implemented to ensure that all children can access the same learning opportunities. We carry out an Accessibility and Inclusion Audit on an annual basis and any maintenance is carried out. This audit is available on request. The Accessibility Plan is available on the school web site.

All children are assessed and monitored carefully. Staff are all aware and have access to children reports and records in order to personalise teaching approaches according to the individual children's needs. Every effort is made to ensure that children with SEND

are able to access all aspects of the curriculum that is provided for their peers. We do this through quality first teaching. Long term aims are identified and provision is planned to meet these aims. Regular and careful monitoring means that provision can be evaluated and carefully targeted to each child's needs.

### **The definition of SEND in the Code of Practice:**

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

"For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children. For children under two years of age, special educational provision means educational provision of any kind."

### **The broad areas of SEND:**

All children learn and develop at different rates and have areas of strength and interest, and areas of weakness. A child may have a special educational need if, despite appropriate activities, and differentiated planning and support, they continue to experience a greater difficulty than their peers in learning and developing skills. **It is important to distinguish between children with SEN and those children who are underachieving but who can and will catch up.**

A child has an identifiable SEND if their needs are such that the provider must put in support that is additional or different to what is normally available to all children in the setting, as defined in 'Development Matters in the Early Years Foundation Stage'.

### **Areas of Special Educational Need**

Children may have needs in more than one of the following categories:

#### **Communication and Interaction:**

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

#### **Cognition and Learning:**

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

#### **Social, mental and emotional health:**

- Emotional and Social Development (ESD)

#### **Sensory and/or Physical:**

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-sensory Impairment (MSI)
- Physical Disability (PD)

A child may have needs which span two or more categories, for example a child with a hearing loss may also experience difficulty interacting with their peers. Each child should be considered holistically, so that all their needs can be identified.

Any needs identified will be prioritised so that targets and provision can be focused upon achieving measurable progress. All approaches and support detailed in the descriptors of SEN should be made in full partnership with their parents/carers and in collaboration with those professionals who support the child (internal to the setting and external professionals if appropriate).

### **What isn't considered SEND but may impact on progress**

EAL / Looked After Child / Parents in the services / Parents in Prison

**Our role is to narrow the gap** i.e. to reduce the difference between the EYFSP assessment scores of the bottom 20% and the average of the rest of the children

### **All settings will have some vulnerable learners**

#### **Who are the vulnerable learners?**

- Summer born children
- Eligible for Free School Meals
- English as an Additional Language
- Special Educational Needs
- Looked After Child
- Boys
- 2 year old funded child
- Medical need
- Pattern of poor attendance
- Involvement of Social Care
- Gypsy Roma Traveller
- Premature births
- Children of lone parents (include service families, parents who work away for long periods e.g. oil rigs, parent in prison)

#### **What makes them vulnerable?**

- Low self esteem
- Poor involvement in activities
- Lack of confidence
- Cultural differences
- Poor peer to peer relationships
- Immature/delayed development
- Disorganised home environment
- Attachment issues
- Inappropriate learning environment
- Poor family health

How we will support vulnerable children:

- by building a positive relationship with each child,
- celebrating their strengths
- working closely with their carers to ensure their needs are met.
- ensuring that all children feel nurtured and valued.
- carefully monitoring their progress and emotional wellbeing

- using well placed interventions with carers consent.

## **The Process for Identifying Children with SEND**

During their time in Ombersley Endowed Nursery children are monitored and reviewed in terms of progress and development throughout the early years.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, we will consider all the information available to us about the child's learning and development from within and beyond our setting, along with the observations of parents.

A delay in learning and development in the early years may or may not indicate that a child has SEND, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEND.

Where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought that housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted

We use 'The Whole Setting Approach': and follow an ASSESS / PLAN / DO / REVIEW cycle. (**Ordinarily Available In Worcestershire Early Years Settings**)

### **Partnership with Parents**

- We immediately inform parents/carers if a child's progress or development is cause for concern or when SEND is suspected and we work together to establish the right support to be put in place.
- We believe that a consistent approach across all settings (including the home) is important.
- Consent is always gained prior to accessing external support services (EY Inclusion Team, SaLT etc.) With consent a referral could be made to the Early Help Hub for accessing services to support the holistic needs of children and families.

### **Behaviour Management**

Ombersley Endowed First School Nursery endeavours to create an atmosphere that encourages good and positive behaviour. We believe that children flourish best when they know how they are expected to behave, and gain respect through interaction with caring adults who show them respect and value their individual personalities.

Children need to have set boundaries of behaviour for their own and others safety. Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and to those around them.

We have a whole nursery approach to the management of children's behaviour, including development strategies to be used in response to negative behaviour, and involving parents and carers where needed. We expect all members of our setting –

children, parents, staff, volunteers and students – to keep to the guidelines, requiring these to be applied consistently. We work in partnership with children's parents and carers who are regularly informed about their child's behaviour.

We aim to ensure a consistent and positive approach to children's behaviour. Within the nursery, staff provide positive role models for the children through their interactions with each other and the other children, and maintain a happy, caring, structured ethos, conducive to appropriate behaviour.

Staff's expectations for children's behaviour should be high and, at all times, they should lead by example.

Staff aim for children to learn to:

- Leave their parents/carers happily and with confidence.
- Participate in group activities and develop the skills of sharing and taking turns in their play.
- Ask for and be willing to receive help or advice from others.
- Follow simple instructions appropriate to their individual stage of development.
- Enjoy and respond to praise.

- Develop skills of concentration when involved in both self-initiated and adult-directed

activities.

- Demonstrate good manners at all times.
- Show consideration and respect for the nursery equipment and resources, and for others' belongings.
- Establish consistency in behavioural responses between home and nursery and when spending time with different adults.

Staff:

- Recognise the individuality of all our children.

- Support each child in developing self-esteem, confidence and feelings of competence.

- Provide a key worker system enabling staff to build a strong and positive relationship with children and their families.

- Work in partnership with parents and carers by communicating openly.
- Praise children and acknowledge their positive actions and attitudes therefore ensuring that children see that we value and respect them.

Staff working at OEFS Nursery recognise that most children, at certain stages in their development, demonstrate behaviour that is generally considered negative. Regardless of their behaviour, all staff are required to respond to children in a calm and positive manner.

When children behave in unacceptable ways:

- They should not be singled out or humiliated in any way.
- The staff within the nursery will redirect the children towards alternate activities and a discussion will take place respecting that child's level of understanding to

identify the underlying reasons for the behaviour and to support the child in overcoming them.

- If the negative behaviour continues the child will be moved away from the trigger and be given an appropriate amount of time to deescalate so the behaviour can be diminished.
- Staff will not raise their voices in a threatening way.
- • Physical punishment is not to be used or threatened.
- • Children should not be physically restrained, unless to prevent physical injury to children or adults and/or serious damage to property. This will only be done by trained Team Teach staff.
- Parents will be informed if their child is unkind to others or if their child has been upset.
- Parents may be asked to meet with staff to discuss their child's behaviour. Parents will be consulted with if an individualised behaviour plan is required for their child.
- Confidential records of negative behaviour are kept.

Staff will receive support in developing positive strategies for responding to and managing children's behaviour from the SENCo Mrs Jordan. Opportunities to develop staff knowledge of effective behaviour management through staff meetings and attending relevant training will be identified and used.

### **Funding to Support Children with SEND**

- The EYSF Inclusion Supplement is available within Worcestershire to support pupils with additional needs.
- Consent to access funding is included within the NEF parental consent form.
- Funding will be used to support the inclusion of named children with SEND and to support the specific interventions put in place.

### **Transition into Reception or New Settings:**

- We plan for transition to Reception class at the earliest stage, especially for those children with complex needs. Staff work closely together to ensure all pupil information is exchanged and to facilitate a smooth transition to Reception.

### **Complaints**

- Please refer to the school complaints policy on our school website.

*C Moore*

Summer Term 2015

Review date: Summer Term 2017