

27. Policies & Procedures
Equal Opportunities
Inclusion- including everyone
(children, families, staff, community,
and other professionals)
Diversity- everyone is different

Updated September 16



First Steps
Day Nursery/School
44 Compton Road
Shepton Mallet
Somerset
BA4 5QT
Tel 01749346733
Email
fsnursery@btconnect.com

Equal Opportunities

First Steps aims to demonstrate through its work that it positively values and respects children of all ethnic origins/racial groups, religions, cultures, linguistic backgrounds, abilities and proving equality. This establishment 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 may see as different from themselves:

Toys and equipment will be chosen with differing needs.

Following receipt of early years funding for a child's 'educational needs', receipts will be kept and the choice of equipment will be shared and agreed with the parents, this equipment will then remain the property of First Steps.

Displays will show and reflect a positive image towards the world in which we live.

Books will be chosen to reflect all the children's ages and abilities and to reflect the many differing lifestyles there are in our society.

Home corners will be changed regularly to show different cultures, races and the world around us.

Staff

It is First Steps' policy to positively value and respect people regardless of their gender, ethnic origins/racial groups, religion, cultures and linguistic backgrounds. Staff are recruited because they are considered to be the best person for the job.

The person responsible for Equal Opportunities is: Tuesday Roberts.

The progress of all children in the day nursery is monitored and entered on their 'Tapestry online journal'. The member of staff in charge of each key group will note if the progress is considered satisfactory or not. This review will cover issues such as the gap between the child's attainment and those of others of the same age, the child's social and personal skills and behaviour. These records, and indeed all records are confidential. In most circumstances it will be highly advantageous for their content to be made known to a parent or carer, but there may, in extreme cases be situations in which this is not advisable.

In the very rare cases where the behaviour of the child gives rise for immediate and significant cause for concern the SENCO will, with the written permission of the parent, contact the Area SENCO (Ann Trippick) immediately to request an assessment.

First Steps will work closely with parents to listen to their views in order to build on the children's previous experiences, knowledge, understanding and skills. The SENCO will develop and maintain appropriate methods of communicating with parents in relation to the issues of special needs. No action should ever be taken without the parent having a full understanding of what is being done to help the child.

All such meetings will be monitored and points relevant to each individual child will be dated and added to the child's individual file.

Through meetings with the SENCO other staff will seek to understand the child's home circumstances to ensure that any educational needs noted are not directly caused by issues at home or problems at the setting. Where the SENCO believes that a home problem may be particularly affecting a child and where the SENCO believes that it is in the child's best interest to do so, the SENCO will consult with the nursery Manager, to consider informing the appropriate authority of their concern.

The key person in charge of the relevant group will review all children's files every half term.

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The nursery recognises that some children will have special educational needs, but notes that children whose first language is not English will not be considered to have special educational needs because of their language situation alone (EAL)

All children will have their progress monitored. Those who are making less progress than might otherwise be expected will have it noted on their files and given different opportunities and alternative approaches to learning will be introduced and reviewed.

Where we believe a child is working below their developmental age or we are concerned we may consider the child to have special educational needs and the nursery will intervene through Early Years Action. Where this fails to result in satisfactory progress an Early Years Action plan will be introduced.

As soon as it is decided to utilise Early Years Action or introduce an Early Years Action plan, then the nursery will seek a meeting with the parents to explain the situation and work with their co-operation. We will require written permission from them to contact any professionals.

All children who are identified as having special educational needs will have an individual education plan including details of short term target strategies and outcomes which are different for the curriculum plan for the children without special needs. The Individual Education Plan will be reviewed each term.

Each term, the SENCO will review the progress of all children who have been identified with special needs. The SENCO will be primarily responsible for liaison between the school and such children. The SENCO will also be in charge of all record keeping relating to any children with special Educational needs.

The SENCO will also review the ways in which each child with special educational needs is able to access the whole curriculum.

The aim of Early Years Action is to help the child make the maximum possible progress in all relevant areas through individualised approaches to learning and teaching. Where the SENCO deems it necessary, help and information will be gathered from the health visitor, social services and the education psychology service and will note that the child is now involved in Early Years Action

At all times the parents will be kept updated and their views adhered to. Where a child does not, in the opinion of the SENCO, respond satisfactorily to the Action Plan programme, the SENCO will consult with parents and the external agencies involved, and will then consider requesting from the relevant LEA a statutory assessment. The SENCO will note the LEA's response and subsequent action. The SENCO will ensure that full and comprehensive records of the special educational needs of children moving from nursery to another nursery or a primary school are made available and presented in such a way that another SENCO will be able to understand and act upon the findings of the nursery immediately. The SENCO co-ordinator for the setting is Naomi Oliver.

Multi professional links.

We see the value of working closely together with other professionals to meet children's specific needs and we are committed to developing this further.

Complaints

If any parent or member of staff has any complaints about our provision for children with special educational needs they should report it to the member of staff in charge. Every effort will be made to resolve any complaint.

Staff Training

Whenever the opportunity arises, many of our staff attend different courses to broaden their knowledge on special needs.

Confidentiality

To meet the needs of all our children in our care, it may be necessary at times to share information with parents and with staff in order to support the children's development. We may also need to seek help and advice from outside professionals. All information will be on a need to know basis and the contracting parent's permission will always be requested.

SENCO'S for the setting are, Miss Naomi Oliver & Mrs Ruth Miles.

ENCO for the setting is Tuesday Roberts and the DSL (Designated Safeguarding Lead) is Mrs Elaine Garland.