



REIGATE ST MARY'S  
PREPARATORY AND CHOIR SCHOOL

# Early Years Foundation Stage Inclusion Policy (including SEND and Equality)

UPDATED	REVIEW DATE
1 October 2015	1 October 2016
Name of staff member responsible for documents  Samantha Selkirk– Head of Early Years	

## **INCLUSION POLICY INCLUDING SEND AND EQUALITY OF OPPORTUNITY FOR THE EARLY YEARS FOUNDATION STAGE**

### **Rationale**

At Reigate St Mary's we value and acknowledge children's individuality and ensure that we provide for the individual needs of **all** children, promoting and valuing diversity and differences. We believe it is important that children learn to feel good about themselves and value and respect others.

We are committed to taking positive and proactive steps to ensure that we provide a safe and caring environment free from discrimination for everyone in our community. Reigate St Mary's actively promotes equality of opportunity, tolerance, fairness and anti-discriminatory practice towards all children, families, members of staff and students.

Our policy and procedures have been developed in line with the recommendations and requirements of The Statutory Framework for the Early Years Foundation Stage 2014 (The Safeguarding and Welfare Requirement), The Every Child Matters provisions within the Children Act 2004, Disability and Equality Act 2012, Working Together to Safeguard Children (DfE March 2013). The Children's Act 1989 and 2004, Race Relations Act 1976, the Sex Discrimination Act 1975 and 1986, Disabled Persons Act 2010, Human Rights Act 1998, , Race Equality Act 2000, Disability Discrimination Act 1995, The Special Educational Needs and Disability Act 2001 (SENDA), Special Needs Code of Practice 2014 and the Human Right Act 2000.

This policy is written in association with our SEND and Gifted and Talented Policy, Accessibility Policy, Behaviour Management Policy, Complaints Procedure and our Safeguarding Policy.

### **Policy Objectives:**

- To ensure that all children attending the setting have equal access to activities that will support and extend their knowledge and experiences in all areas of learning and development
- To identify children with disabilities/additional needs as early as possible through continuous observation and assessment and discussion with parents
- To ensure that any child with a disability/additional need has access to all areas of the Early Years Foundation Stage
- To keep parents/carers informed, included and encourage them to work in partnership with the school

School admission is extended to children of all cultures, religions, linguistic backgrounds and abilities. All children are treated as individuals with equal concern, in order that they should feel equally valued regardless of their sex, disability, religion, nationality, ethnic or national origins. All staff work to encourage each child's self esteem and respect for others by promoting the positive values of diverse cultural identities through activities and resources.

We are aware that some children have disabilities/additional needs and are proactive in ensuring that appropriate action can be taken to support the child when such a child is identified or admitted to the provision. We are committed to taking appropriate action to make sure that all children are able to access services and that our activities promote their welfare and development in partnership with parents/carers and other relevant parties.

Reigate St Mary's is committed to the integration of all children with disabilities/additional needs and comply with the current Code of Practice on Special Educational Needs, the Special Educational Needs and Disability Act 2001, and the Disability Discrimination Act.

We believe that children with disabilities/additional needs have a right to play, learn and be able to develop to their full potential alongside other children. We undertake, where possible, necessary measures to ensure children with disabilities/additional needs have access to the same facilities, activities and play opportunities as their peers.

The school will endeavour to challenge any offensive behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability towards staff, parents/carers, children and visitors.

As detailed on our website, Admission documentation and Parents Handbook, our policies and procedures are available to parents upon request.

### **Equal Opportunities Procedures**

To realise the School's objective of creating an environment free from discrimination and welcoming to all, the school will:

- Ensure that all children, including those with learning difficulties and disabilities, will be included and supported – with reasonable adjustments made for them.
- Ensure each child, parent and staff member knows that they are valued, and that their background (culture and religion) is understood, respected and reflected.
- Ensure that issues of race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability do not inhibit a child from accessing the school.
- Treat all children and their parents/carers with equal concern and value.
- Have regard for promoting understanding, respect and awareness of diversity and equal opportunities issues in planning and implementing the school's programme of activities.
- Promote the positive values of diverse cultural identities through activities and resources.
- Help all children to celebrate and express their cultural and religious identity by providing a wide range of appropriate resources and activities. Parents are welcomed to visit and share their celebrations and cultures, such as Eid or Diwali.
- Encourage positive role models displayed through toys, imaginative play, resources and materials that promote non stereotyped images. Books will also be selected that promote and encourage such images.
- Encourage all children to access all areas of learning and participate in all activities; activities are planned to reflect the interests of the range of children.

- Ensure that the school's recruitment policies and procedures are open, fair and non-discriminatory.
- Encourage and support staff to act as positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes and challenging any discriminatory incident.
- Treat seriously any member of staff found to be acting, or have been acting, in a discriminatory way.
- Reigate St Mary's is a Values Education School, promoting strong values within our environment and community.
- We value and acknowledge children's individuality and achievements, through activities such as Achievement Assemblies, Circle Times or Certificates.
- We ensure children's progress is supported through the implementation of a Progress Tracker and 2 year old Check, to identify and support children with additional needs. A EHC Plan may also be used in this way to record additional needs.
- Adjustments to provision can be put in place as required. For example, this may include visual timetables, token chart or a differentiated curriculum. See also the Accessibility Policy.
- Children with English as an Additional Language are supported through an initial assessment form, register and by liaison with families. Additional support, resources and materials are available or can be accessed.

### **Identification of Children with Disabilities/Additional Needs and Support**

The Early Years have a Special Educational Needs Co-ordinator, Miss Julie Filmer, who will help to promote, co-ordinate and monitor equality of opportunity for children and families accessing the setting and manage provision for children with disabilities/additional needs. This individual will be fully trained and experienced in the care and assessment of such children. In addition Mrs Samantha Selkirk, Head of Early Years is also the Behaviour Lead Practitioner. Miss Kim Upson is our School First Aider and oversees any Emergency Action Plans for medical or dietary concerns.

All staff are responsible for identifying children's needs and supporting their learning. Any concerns will be discussed with the SENCO in consultation with the parent/carers.

All members of staff will also be expected to assist the Special Educational Needs and Disability Co-ordinator in caring for children with disabilities/additional needs. The child's key person, Form Teacher, is responsible for maintaining detailed and accurate observations, record keeping and assessments of a child's progress in all areas of learning and development. It is also their responsibility to identify any areas of additional needs and inform the SENCO. Detailed records of progress are maintained and regular progress reviews will be made.

Staff will work together with parents/carers as partners to give day to day care for the child. Parents/carers will be given support by the staff team. Parents/carers are consulted on a continuous basis and information exchanged regarding their child's progress.

All children will be treated as equals and are encouraged to participate in every aspect of the school. Children with disabilities/additional needs are fully considered when activities are being planned and prepared. See Accessibility Policy. When outings are being planned, children with disabilities/additional needs will always be accommodated and included following a risk assessment.

The school will liaise with other agencies and seek advice, support and training for themselves and other staff as is necessary.

See also the SEND and Gifted and Talented Policy.

### **Monitoring and Review**

The Head of Early Years, in association with the Senior Leadership Team, will review this policy annually.

Reviewed by Samantha Selkirk, Head of Early Years – 1 October 2015  
Review due – 1 October 2016