



St Marys Pre-School  
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## **14 Equality and inclusion (including additional/special educational needs) policy and procedure**

**It is the policy of St Marys Pre-School to be fully committed to the active promotion of equality of opportunity for all children and adults involved in our provision.**

**We do this by:**

- Taking account of the Equality Act 2010 (<http://www.legislation.gov.uk/ukpga/2010/15/contents>)
- Operating an inclusive admissions policy and procedure
- Recognising and respecting individuality and potential of all children and adults who may work, use, or visit St Marys Pre-School
- Ensuring that St Marys Pre-School reflects and meets the needs of the local community and incorporates equal opportunities into all areas of our work
- Challenging discrimination where it may be perceived in the way we operate - this includes staff recruitment, employment and training, and how resources, facilities and activities are arranged and available for use by children and their parents
- Offering children activities that give them the opportunity to explore, value and acknowledge similarities and differences between themselves and others, and learning about the impact of discriminatory remarks and behaviour
- Providing activities that give children and adults the opportunity to understand they are part of a multiracial society; and to respect cultures, lifestyles, languages and religions other than their own
- Respecting all children's privacy and dignity when intimate care is being provided
- Operating an effective participation policy that ensures children's views are listened to, acted on and feedback given to children
- Advertising St Marys Pre-School's service and vacancies for staff and children's places in ways that reflect the needs (including language needs) of the community, by placing information with the local authority Family Information Service, doctors' surgeries, health visitors, local post offices, libraries, and shops
- Obtaining and providing resources such as books, posters and activities that positively and accurately reflect the diversity of our society.

**Additional/special needs:**

St Marys Pre-School has regard for the Special Educational Needs Code of Practice for Wales (2002) (<http://wales.gov.uk>) and the Equality Act 2010 on the Identification, Assessment and Education of Children with Special Educational Needs.

**Additional guidance:** For providers registered with Estyn to deliver Early Years Education this is a statutory requirement and for other day care providers it is best practice. Child minders currently are asked to provide a special needs policy at application for registration with CIW, although NMS 4.6 states that it applies to group settings.

**We do this by:**

- Delegating the role of special educational needs co-ordinator (SENCO) to Alana McHugh who manages the day-to-day requirements of the Special Educational Needs Code of Practice.
- Welcoming and providing support as needed to staff, students and volunteers, parents and visitors who have additional/special needs
- Welcoming children with additional/special needs who may be admitted (in line with our admissions policy) after full consultation with parents, staff, referral scheme co-ordinators and any other relevant agency workers involved
- Informing parents of relevant health and safety procedures prior to admission of a child, and by undertaking risk assessments as needed to ensure the best interests of the child are met
- Giving consideration to disabilities and individual needs when arranging meetings, outings and events, and recording and taking action on any recommendations and decisions made
- Operating an effective medication policy
- Including children with additional/special needs and in routine activities, adapting our resources to meet the specific needs of the child as far as is practicable
- Requesting additional assistance as appropriate, such as via a local referral scheme
- Learning of external agencies who may provide additional support and/or advice and will signpost the family as appropriate, for example Special Needs Advisory Project (SNAP) Cymru, Portage, and so on
- Maintaining records of children's progress that are reviewed regularly and released only to other agencies and professionals with the full written permission of parents (in line with the confidentiality policy)
- Co-operating fully with all appropriate agencies (subject to parental permission), such as health visitors, medical staff, therapists, social workers, psychologists, or portage workers, involved in the care of a child with specific needs
- Arranging for members of staff to attend relevant training to help meet the individual needs of a child

**The role of the SENCO:**

The SENCO should have responsibility for:

- Ensuring liaison with parents/carers and other professionals in respect of children with additional/special educational needs
- Advising and supporting other practitioners in the setting
- Ensuring that appropriate Individual Education Plans are in place
- Ensuring that relevant background information about individual children with additional/special educational needs is collected, recorded and updated
- Ensuring that parents/carers are aware of the local parent partnership service.

Extract from Chapter 4 Identification, Assessment and Provision in Early Years Settings; Special Educational Needs Code of Practice for Wales 2002 Welsh Government. (<http://learning.gov.wales/docs/learningwales/publications/131016-sen-code-of-practice-for-wales-en.pdf>)

This **equality and inclusion (including additional/special needs)** policy and procedure was passed for use in St Marys Pre-School

On:

By:

Position:

Date of planned review: