



## Inclusion Policy

**This policy includes information about Equality, British Values, Prevent, EAL and SEN**

We will make sure that we actively promote equality of opportunity and anti-discriminatory practices for all children. We will ensure that we treat all children with equal concern and respect.

### Procedures

We recognise and welcome all legislation and existing codes of practice produced by appropriate commissions, for example The Equality Act 2010, Children Acts 1989 & 2006 and the Special Educational Needs and Disability Act 2014

- We value and respect the different racial origins, religions, cultures and languages in a multi-ethnic society so that each child is valued as an individual without racial or gender stereotyping. We will also not discriminate against children on the grounds of disability, sexual orientation, age, class, family status or HIV/Aids status
- We provide equal chances for each child to learn and develop to their full potential taking into account each child's age and stage of development, gender, ethnicity, home language and ability.
- We challenge racist and discriminatory remarks, attitudes and behaviour from the children in our care and other adults. We follow up any incidents of discrimination using our inclusion policy as a starting point.
- We aim to recognise our own beliefs and prejudices (e.g. unconscious bias) and seek to overcome them with the support of staff inductions and training days.
- We will always help children to feel good about themselves and others by celebrating the differences which make us all unique.
- We are committed to continual reflection on practice and as a team aim to increase our knowledge around equalities issues.

### Environment and resources

- We aim to provide a safe and welcoming environment that is accessible for all children and their families and in which they can express themselves.
- We ensure that all children have access to a range of books, puzzles and other toys, which provide positive images and examples of the diversity of life in our society. These include resources to support English as an Additional Language (**EAL**).
- We consider, evaluate and audit our resources on a regular basis and aim to reflect the current demographic of Wise Owls and of our local community.
- We aim to provide for the different stages of learning of a child who is learning English alongside another language(s). To do this we will use a variety of positive strategies resourced from relevant documents such as 'Understanding the Steps of Learning for Children with English as an Additional Language in the Early Years' Emas
- We adapt our daily communication strategies and the learning experiences accordingly for example the use of Visual timetables and choice boards.



- We value and promote linguistic diversity e.g. through a variety of resources such as books, printed materials, displays, labels audio/video materials, events and trips.

## **Curriculum**

Our curriculum supports our equalities practice.

- children are encouraged to recognise their own unique qualities and the characteristics they share with other children. For example we encourage parents to provide information and photos of family and close friends which we use regularly in the learning environment.
- We plan opportunities that build on and extend all children's knowledge, experiences, interests and skills for example taking the children to places that they are showing a particular interest in such as the train station.
- Child led weeks are scheduled regularly, this informs planning.
- Although we encourage free flow throughout the nursery, allowing the children to learn from each other, we also provide specific age related group times and learning activities designed around individual children's experiences and celebrating diversity.
- We encourage families to share traditions and celebrations from home countries for example Diwali and Midsomer.
- We actively organise our food menu to reflect the diversity of staff and children. (See Food Policy)
- A variety of resources and activities are provided for both genders to explore.
- Our staff aim to continually be aware with using non-gender specific language in identifying job roles eg. Fire fighter, police officer. We also provide training and rigorous conversation surrounding this during staff meetings.
- We celebrate British values by actively promoting and threading the four values through our everyday practice.
  - Democracy
  - Rule of Law
  - Individual Liberty
  - Mutual respect and tolerance of those with different faiths and beliefs.

Wise Owls is committed to training staff and we run regular INSET and staff meetings to provide up to date information sharing.

## **Working with parents and carers**

- We see parents as an important resource within the setting especially in terms of information about their own child. We work alongside them from the very beginning using the home visits as a way to find out their views and ideas. We aim to continue the communication throughout their time at Wise Owls.
- We use Family app to communicate with and involve parents in the daily life of the setting



- When possible, we provide resources in other languages for parents/carers. We do this by communicating with EMAS (Ethnic Minority Achievement Service).
- We convey information about our inclusion practice with parents by sharing it on the website.

### **Employment:**

- We advertise through the Brighton and Hove council using their criteria to ensure that applicants from all backgrounds have an equal opportunity to apply.
- We use our job specifications as fair criteria to judge each job applicant.
- The job will be offered to the applicant who best meets the criteria for the post. (subject to thorough verification checks)

### **Staff**

- The named Inclusion lead is Alison Holdsworth however all staff share responsibility to ensure Wise Owls provides a fully inclusive service. To enable this, staff are briefed on our Inclusion Policy and its implementation into practice during their induction. We also revisit this during INSET and staff meeting training.
- At Wise Owls we try to find out accurate information about children and their families, their lifestyles and their beliefs using the home visit as a starting point for discussion with families. This information is documented on a 'Home Visit Questionnaire' which is added to the child's profile page on the Family app. The keyworker and team is responsible for reading up on a new family prior to the settle schedule.
- All staff have access to ongoing inclusion training and workshops to keep up to date with new developments, current research and appropriate practice. We also provide open conversations around certain topics during INSET training. For example: How shall we, as a team, address the concept of gender stereotyping within our setting?

### **Admissions**

- We advertise in a variety of places including an A board on the street and occasionally on social media. We also rely on 'word of mouth'. The families that use the setting appear to reflect the cultural diversity of the community we serve.
- We provide clear concise information in written and/or spoken form. This begins from the very first phone call or email received. We allow at least half an hour or more if appropriate when booking in a 'show around' and all information is given in a variety of ways eg in person, on the website or written document if preferred. We also endeavour to find out which way of communicating is most satisfactory for the new family.
- If desired, we would provide translated documents for parents who have English as a second language or large print for parent with impaired vision.
- Where appropriate we would try and enlist the support of a bilingual support worker using EMAS as a starting point.



- We base our admission policy on a fair system. We never discriminate against a child or family or prevent entry to our setting on the basis of colour, ability, ethnicity, religion, or social background, such as a member of a travelling community or an asylum seeker.

### **Home visits-**

At Wise Owls we try to find out accurate information about children and their families, their lifestyles and their beliefs using a home visit as a starting point for discussion. We aim to gather full and accurate information about all children before they start at our setting to ensure their needs are met to the best of our ability.

- We use the home visit as an opportunity to ensure we have the correct spelling of names and know the correct pronunciation.
- A key person is identified for each child before they start, to liaise with and support both the child and their family. The Key person, alongside one of the directors, offer a visit to the child's home prior to the child starting at Wise Owls. This enables the key worker to spend some time with the child, for the parent/carer to complete paperwork with a director if necessary and for the director to chat with the family and fill out the 'Home Visit Questionnaire'.

### **The Prevent Duty**

- Wise Owls has regard to the Prevent Duty 2015. This runs in conjunction with our Safeguarding Policy. The Designated Safeguarding Lead (Anna Olley) has oversight of this (See Prevent Duty Policy)

### **Supporting Children who are Higher Achievers or who have Learning Difficulties and Disabilities (SEND)**

At Wise Owls we value children as individuals. The educational aims are the same for children of all abilities. The help children need in progressing towards these aims could be different and we recognise that sometimes early intervention and additional support may be necessary. We also recognise that a child may demonstrate characteristics of higher achievement.

***This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 and has been written with reference to the Equality Act 2010.***

### **Definition of Special Educational Needs**

Children have special educational needs if they:

- have significantly greater difficulty in learning than the majority of children of the same age.



- have a disability which prevents or hinders them from using the facilities generally provided in mainstream schools or colleges (or will do so once they reach school age).

### **Roles and Responsibilities**

At Wise Owls Nursery, our SENDCO, Alison Holdsworth, works closely with Keyworkers to manage the daily implementation of our SEND policy. The nursery team collaborates with the SENDCO to ensure that each child receives a differentiated curriculum tailored to their needs. It is the SENDCO's responsibility to keep parents and carers informed about any issues that may affect their child, ensuring open communication and support.

### **Procedure**

#### **The Identification of Children's Special Educational Needs**

We are committed to the early identification of children's additional needs. Their additional needs are identified in one or more of these ways:

- By the key person or other staff reporting concerns or thoughts to the SENDCO.
- By parents/carers who approach the nursery with concerns about their child's progress.
- By an outside agency such as a Speech Therapist, Health Visitor or BHISS who contact the nursery.

#### **What happens next?**

- The SENDCO will observe the child during the daily routines. If there are any teaching and learning strategies that may be advised the SENDCO will at this point speak with the team/keyworker.
- If the child appears to continue to need further support, the SENDCO will speak with the parent/carer to share information and they will be invited to share information or strategies with us. At this point we will ensure that the parents/carers are happy for us to proceed and the next steps will be explained verbally.
- The next step would be to arrange additional or different provisions to help the child make adequate progress. A plan will be devised using the graduated approach to SEN support as per the guidance on page 75-6 in the SEND Code of Practice which talks of using the Assess – Plan – Do – Review cycle.
- If there is inadequate progress after review, a referral to an outside agency may be considered with the consent of the parent/carer.
- If it is agreed with the parents that more support is needed the SENDCO will speak with the Health Visitor who may consider referring the child to Seaside View or BHISS.

#### **Speech and Language**

- Parents must agree to the SENDCO referring their child on to the Speech and Language Therapist. (SALT)
- The SENDCO may contact the child's Health Visitor to discuss referring with the consent of the parents.



- If referred and a SALT action plan is written, the SENDCO will ensure that it is carried out on a weekly basis in the nursery.

### **Other SEND**

- If a child comes to us with diagnosis, the SENDCO will endeavour to seek support from the correct departments.
- The SENDCO and Keyworker will speak with the parents/carers and follow their signposts.
- The SENDCO and Keyworker will work with the parent/carer to create an individual plan for the team to follow as demonstrated above.
- The SENDCO may ask for permission from the parents to contact the Brighton and Hove Inclusion Support Service (BHISS) for advice and support.

### **Reviewing and Monitoring Progress**

- The SENDCO communicates regularly via email or during a staff meeting with the key person to update/complete the tracker which is in the front of the SEN folder. When a child is considered to have moved forward from their present target, appropriate new targets will be set in their individual plan.
- If a child is taken off the (for example) SALT register a note will be made of this on the tracker.

### **Parent/carers will be kept informed of their child's progress through:**

- Informal discussions at the beginning and at the end of their nursery session with the key person or SENDCO or via Family if appropriate.
- Feedback of reviews by Key person or SENDCO of plans either by formal meeting, email or informal meeting potentially via Zoom/phone call.
- Meetings with representatives of external agencies involved with their child's learning. Wise Owls SENDCO will support a family during an external agency meeting if the family wish. Parents will need to sign the appropriate forms to proceed.
- Record keeping and observations by the Wise Owls Team.
- Making an appointment to see the SENDCO.
- We share information with parents about the local offers as needed, see <https://www.brighton-hove.gov.uk/content/children-and-education/local-offer/bhiss-early-years-support-team>
- At any time while the Individual Education Plan is in operation, targets may be revised to reflect the progress for the needs of the children. Parent/carers are regularly invited to meet with the SENDCO or key worker.

### **The Identification of High Achievers**

These children's additional needs are identified in one or more of these ways:

- By the Key person or other staff reporting thoughts to the SENDCO.
- By parents/carers who approach the nursery with questions about their child's progress.



- By using the data which is reviewed half termly. Children working above their age group in certain areas may be brought to the attention of the SENDCO.

### **What happens next?**

- The key worker should plan extended activities for the child to explore during their free flow/activity time.
- The child may be able to join the group time of the 'older' group throughout the week.
- In some cases, the key person may ask that management provide some 1:1 time for the child to continue bespoke learning at their own pace.

### **Admission and Transfer Arrangements**

- Every September, children at Wise Owls transition through the nursery in peer groups. This approach fosters strong, supportive relationships between children and staff, ensuring continuity and stability as they progress.
- As children transition through different stages at Wise Owls, our teams will utilise Family to familiarise themselves with the new children in their group. We will also strive to allocate time during an INSET day or staff meeting for the team to discuss their new group with the children's previous teachers, ensuring a smooth and informed transition.
- We will provide local school teachers with the opportunity to meet with new attendees prior to their transition. Additionally, we will ensure that the key person responsible for the child has the chance to discuss and plan the transition process in detail with the new teacher.
- When children on the SEND list transition to a new setting, their Individual Plans, reports, and other relevant documents are transferred using the SEND transfer form, which can be found in the SEND folder in the office. The SENDCO is available to support this transition by conducting site visits, sharing effective strategies with staff, or enabling the key person to facilitate the transition.
- Our Special Educational Needs Policy works in accordance with relevant legislation including: Disability Discrimination Act 1996 Special Educational Needs Code of practice November 2015
- The Disability Rights Commission (08457622633) provides a range of guidance on the DDA.
- Please contact OFSTED [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk) or 0300 123 4666 if you have any concerns or complaints.

### **Other Agencies**

- Health Visitor
- BHISS- Brighton and Hove Inclusion Support Service (Previously known as PRESENS)
- Speech and Language Therapists based at Seaside View
- Educational Psychologist
- Autistic Spectrum Condition Support Service



- Brighton and Hove Special Needs Advisor
- Learning Support services
- AMAZE
- EMAS (Ethnic Minority Achievement Service)

**Linked Policies-** Parents in Partnership, Aims, Values and Principles Policy, Prevent Duty Policy, Safeguarding Policy, Behaviour Policy.