

EQUAL OPPORTUNITIES AND SPECIAL NEEDS

The purpose of this policy is to ensure that there exist procedures to promote equal opportunity for all children in the care of the nursery, and to support those with special educational needs or disabilities so as to offer them access to a broad, balanced and relevant education appropriate to the Foundation stage.

The Special Needs Co – Ordinator (SENCO) is being held by the Provider, Veronica Tupholme and Trust Member, Sue Rush.

The nursery exercises a policy of “no discrimination” and Inclusion in its Admission Policy. Should a child have special educational needs or a disability, the following procedures are followed to encourage equal opportunity.

SPECIAL EDUCATIONAL NEEDS

A child has special educational needs if he or she has a learning difficulty, which calls for special education provision. A learning difficulty is when a child has greater difficulty in learning than the majority of children of the same age, has a disability which hinders or prevents learning, or is under five years of age and would fall into these two categories unless special provision is made

- 1. The policy of the nursery is to accept children who have special educational needs if it is felt that the resources available are able to cater for and provide an adequate education for the child in question.**
- 2. In-house assessment and information from parents provides the information needed to identify, assess and make the provision necessary for a child with special educational needs.**
- 3. The Montessori philosophy recognises that children with special educational needs have a right to be educated and to develop their potential alongside other children.**
- 4. To this end, children with special educational needs are enrolled after consultation with parents and in partnership with any agencies working on behalf of such children.**
- 5. All children will be treated as equals and those with special educational needs will be encouraged to take part in all of the nursery's activities, breaking down barriers to participation and belonging.**

Identification of Special Needs

One of the purposes of the nursery's admissions procedure and the assessment of potential new students is to adequately identify students who may have disabilities or special educational needs.

Early identification enables nurseries to help children as quickly as possible. The Special Educational Needs and Disability Code of Practice will be followed which designates a graduated or “step by step” approach in close collaboration with parents.

- a) **Assess:** an analysis of the child's needs is worked out with the Key Person, SENCO and parents.
- b) **Plan:** a plan is drawn up to give the child an educational programme, extra assistance where needed, specialist support if needed and expected outcomes.
- c) **Do:** The key person works with the child and oversees the programme
- d) **Review:** An agreed date is set when the outcomes of the programme's effectiveness are reviewed and with the SENCO, key person and parents, the child's next steps are planned.

Disability

Definition: "a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities".

The Children's House exercises a "no discrimination" policy for disabled pupils and prospective pupils by reason of a disability where education can be given to the child without detriment to other children.

The Children House has accepted students with disabilities and not treated them less favourably in its education practices.

- Every effort is made in the nursery admissions process and procedures to make parents comfortable about disclosing information concerning their child's disabilities so that staff are aware of its implications.
- Registration documents and medical forms ask for information on known allergies, special dietary needs, current medication and any current medical conditions.
- Requests for confidentiality are heeded, whether from the parents or child. But the school will always handle any information about disabilities in a sensitive and personal manner so that parents will hopefully be willing to allow those who are working with such children to have the knowledge they need to know.
- Every effort will be made to ensure such students are not disadvantaged.
- The bullying policy of the nursery expressly forbids bullying of a child because of disability and is handled instantly and appropriately by the nursery manager.
- Adequate Health and Safety precautions are taken through Risk assessments and the nursery's policies to protect all staff and children, including the disabled.

Ref: Act: The Disability Discrimination Act 1995 amended by the Special Educational Needs and Disability Code of Practice: 0 to 25 years.

Written by Veronica Tupholme
Nominated Person for Children's House May 2014
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