



### Introduction to policy

Burgh Wood Montessori School and The Orchard School (*hereafter the "Nursery Schools"*) are fully inclusive in meeting the needs of all children, with special consideration to those that arise from their ethnic heritage, social and economic background, gender, ability or disability. All children will be respected and their individuality and potential recognised, valued and nurtured. The curriculum offered in the Nursery Schools encourage children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking. Our settings are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

*"All providers must have arrangements in place to support children with SEN or disabilities. Maintained nursery schools and other providers who are funded by the local authority to deliver early education places must have regard to the SEN Code of Practice." [Early Years Foundation Stage 2017 3.67].*

### Summary of procedures

Joanne Stewart-Nash and Hollie Prentice are the designated SENCOs and all questions/concerns must be directed to Joanne Stewart-Nash in the first instance and in her absence, Hollie Prentice.

The Nursery Schools strive to:

1. Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued through all of the activities of the setting.
2. Welcome the diversity of family lifestyles and work with all families and encourage children to contribute stories of their everyday life to the settings.
3. Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
4. Seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
5. Review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.
6. Ensure that the Nursery Schools are open to every family within the area and operate our admissions in accordance with our Admissions Policy.
7. Ensure that all who wish to work or volunteer with us have an equal chance to do so and operate in accordance with our Recruitment Policy.
8. Develop means to ensure families who speak languages in addition to English, will be fully included.
9. Offer a flexible payment system for families of differing means and offer information regarding sources of financial support.
10. Work in partnership with Parents/Guardians to ensure that the medical, cultural and dietary needs of children are met and to help children learn about a range of food, and of cultural approaches to eating and to respect the differences among them.
11. We aim to acknowledge all the festivals which are celebrated in our area and by families.
12. The Nursery Schools have an 'Open Door Policy' and we also share progress and possible concerns with Parents/Guardians from the start during parent teacher meetings held each year.
13. During Induction Sessions, we talk to Parents/Guardians about their child's routines, likes and dislikes as well as any other professionals involved with the child to form a detailed picture before their child starts at the Nursery Schools.

If the child's Key Person is concerned about a child with special educational needs, she will convene a meeting with the child's Parents/Guardians. During that meeting, written permission will be sought from the Parents/Guardians to speak with the Surrey Early Years Advisor. A Permission Form can be provided by the Early Years Advisor. The Early Years Advisor will then visit the relevant Nursery School



to assess the child and meet with the child's Parents/Guardians and Key Person at the Nursery Schools. If appropriate, an Individual Support Plan will be raised.

### Staff

The Nursery Schools will deploy team members accordingly to adhere to adult: child ratios to meet the needs of the children at all times. By doing so, this allows consistency and continuity of care and allows children to build relationships with their peers.

The Key Person of each child is responsible to meet the needs and stage of development and uses this to inform and plan for the child's learning. The Key Person is responsible to monitor and observe their key children to identify areas of concern.

The Key Person responsible for 2 year olds, will update and record the Surrey Progress check at age two with the child's Parents/Guardians. This document is taken by the child's Parents/Guardians to the health visitor for the child's health check. The Key Person who is responsible for 2 year olds will complete the Progress Check with a written summary and focus on the three prime areas of the EYFS:

1. Personal, social and emotional development.
2. Communication and Language.
3. Physical development.

In a given situation, the Key Person will use the 2 year Progress Check to identify and record a child's SEND needs in an Early Help Assessment Plan. The child's Key Person or another member of staff will be responsible and coordinate a SEND child's needs with Education, Health and Care Plans (EHCP).

The team are informed of the Inclusion Policy and their duty during the interview procedures. The Nursery School has a designated SENCO.

The team are encouraged during supervision meetings and appraisals to access Surrey County Council training. They are also encouraged to look beyond Surrey County Council for additional training/support. The child's Key Person is responsible to differentiate activities in the Nursery Schools so that all children can take part. This will enable them to incorporate inclusive practice in their daily planning in the Nursery Schools. The Key Person is also responsible to organise their key child during transition to another school.

The Key Person is responsible for maintaining records of all key children including children with SEND or other children they may have concerns about. During the initial meeting with the parents and, if applicable, other professionals involved with the child or Parents/Guardians.

The Principal ensures that the team are kept up to date with training, information, current legislation and also have an understanding regarding safeguarding and child protection procedures.

The SENCO/Key Person will work with other agencies to appropriately support the child with special educational needs.

The Nursery Schools will employ additional team members (if needed) from an outside agency to provide cover for the Key Person responsible for any SEND child. This ensure that the SEND child is given one-to-one support as needed. The Nursery Schools will also seek to apply for additional funding, such as an Inclusion Grant, through Surrey County Council, in consultation with the Early Years Advisor.

During our Annual Review with the Early Years Advisor, the Nursery School will review, monitor and evaluate the effectiveness of our inclusive practice. The review will help identify any specialist equipment that may be needed for a SEND child.

The Nursery Schools will at all times, meet the safeguarding and welfare requirements as outlined by Surrey County Council and the Early Years Advisor.



### Further reading/contacts

Special Educational Needs and Disability; a guide for parents and carers (2014):  
[www.education.gov.uk](http://www.education.gov.uk)

Centre of Accessible Environments:  
[www.cae.org.uk](http://www.cae.org.uk)

Mencap:  
[www.mencap.org.uk](http://www.mencap.org.uk)

Family Voice:  
[www.familyvoicesurrey.org](http://www.familyvoicesurrey.org)

### The legal frameworks for this Policy are:

- The Children and Families Act 2014
  - The Children Act 1989, 2004 and 2006
  - Human Rights Act 1998 and amendments 2000, 2001, 2004, 2005
  - Race Equality Act 2000
  - Statutory Framework for the Early Years Foundation Stage 2017
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