The Willows School and EYC

**Statement of Intent for Supporting Equality**

You plant your tiny precious seeds with us…

Together, we nurture, enrich & help them grow to be the best they can be!

At the Willows School and EYC we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential and become successful lifelong learners and responsible citizens. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.

At our school we are proud of the strong partnerships we build with our families, we believe that collaborative working is key. Parent and Child voice being crucial in this. We ensure that, ‘every interaction matters and every voice is heard’. We provide as many opportunities for parents to communicate with us as possible and operate an open door policy at all times. Our first focus for all our children is communication to ensure they have a voice and that it is heard. Developing all our children’s language especially spoken language is a focus to close the gap in our children’s speech and language skills and enable them to be effective communicators and achieve their potential.

At Willows School and EYC we ensure that all pupils, regardless of their specific needs make the best possible progress.

There are now four broad areas of SEND, these are:



* Communication and Interaction

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs

* Cognition and Learning

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties

* Social, Emotional and Mental Health Difficulties

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn

* Sensory and/or Physical Difficulties

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

At the Willows School and EYC we are committed to equality, our curriculum is designed to celebrate the differences within our school community and we aim for every pupil to fulfil their potential no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.  We aim to:

* Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
* Include and value the contribution of all families to our understanding of equality and diversity.
* Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
* Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.

The Willows School and EYC prides itself in being very inclusive and will endeavour to support every child regardless of their level of need.  All pupils follow the Early Years Foundation Stage and National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented. To successfully match pupil ability to the curriculum there are some actions we will:

* Ensure that all pupils have access to the school curriculum and all school activities.
* Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
* Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
* To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children’s special educational needs and disabilities.
* To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
* To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
* Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
* To promote confidence, self-worth and enthusiasm by encouraging independence for all to give every child the entitlement to a sense of achievement.
* We are committed to staff training, development and in-house CPD to up skill our staff to match the current need.
* To review this often and create a fluid policy based on the needs of our children.