



Findon Village Woodland Preschool - Equality of Opportunities Policy

This policy is updated and revised annually in line with the Code of Practice.

Our preschool promotes a positive self-image to all children and respects their individuality, planning for all children according to their needs, irrespective of their gender, race, religion or ability. We ensure we have non-stereotypical images to help overcome preconceived ideas of gender, ethnic origin, culture or religion. Every child is included and not disadvantaged because of home language, culture or religion, family background, learning difficulties or disability. We provide books, materials and equipment that are multicultural and non-sexist and provide positive images of all groups, including the disabled. We provide a welcoming environment that will offer support and guidance for every child and their carer. We aim to develop children's positive self-esteem and the esteem of others and will set a good example by treating one another and the children with respect.

The legal frameworks for this policy include:

Education Act 1996

Special Educational Needs and Disability Code of Practice 2014

Special Education Needs and Disability Regulations 2014

Children and Families Act 2014

Care Act 2014

The Statutory Framework for the Early Years Foundation Stage

Safeguarding Disabled Children-practice guidance 2009

Children Act 1989

Childcare Act 2006

Equality Act 2010

Admissions

Like other children, children with special/additional needs are admitted to preschool after consultation between parents/carers, preschool management and outside agencies. We ask parents to give as much notice as possible for a child with disabilities or special/additional needs to enable us to explore how we can provide most effectively for that child; this may include staffing ratios being affected; therefore, each individual case is discussed between families and management to enable a smooth transition from home to our preschool.

Where an outside agency initiates a request, the request will be considered in line with our Admissions Policy. All children are welcome, and information on the admission form and at the initial parents' meeting is collected to ensure the best endeavours are made to meet each child's individual needs. In some cases, we may seek further professional advice to support the admission of a child with special/additional needs to ensure adequate, suitable provisions are made to suit their needs.

To promote Equality and Diversity, we will:

- Ensure that all parents are made aware of our policy
- Offer equality and choice for all
- Access additional funding where necessary and available
- Reflect the diversity of members of our society in our publicity and promotional materials
- Ensure our admissions policy promotes equality for all families
- Not discriminate against a family or prevent admission to our setting on any grounds
- Provide opportunities for parents/carers to contribute to their child's care and education
- Use funding from the preschool budget, where possible and as the budget allows, using for special educational needs, including training
- Challenge inappropriate attitudes and practices by staff, children and parent/carers

We encourage children to develop positive attitudes about themselves and others. We will do this by:

- Listening to children to ensure each child feels included, safe, valued and respected.
- Ensuring all children have equal access to activities, resources and learning opportunities.
- Making appropriate provisions to ensure each child receives the maximum possible opportunity to develop their skills and abilities and recognise different learning styles.
- Providing play materials/resources and activities that demonstrate the diversity of background and ability and help to develop positive attitudes to differences of race, culture, language, gender and ability.
- Avoiding stereotypical images in equipment, resources, and activities.
- Using positive non-discriminatory language with all children.
- Valuing the home background of all children.
- To meet the children's diverse needs, we will endeavour to plan a wide range of challenging play opportunities to develop their knowledge, skills, motivation, self-esteem and concentration.
- Ensure we provide a safe and supportive environment by offering different approaches, including additional adult help or interventions from other agencies where appropriate.

We are primarily concerned with identifying and planning to meet individual needs to provide a well-planned structured environment with access available for all children. We will offer a wide range of activities, resources and equipment, giving access to different types and levels of interaction and communication, identifying any specialist skills, methods or strategies, and evaluating and recording individual learning and achievements.

English as an Additional Language

We will value linguistic diversity and seek support for children and parents as required. We understand that young bilingual learners need time to observe, tune into the new language and try out unfamiliar things.



The setting will try to provide information in languages that reflect the needs of our families who speak English as an additional language.

Alongside valuing parents' home language, we will provide a range of meaningful contexts in which children have opportunities to develop English. English will be crucial as the language they use to access learning.

Inclusion

We aim to provide a happy, stimulating and secure environment for all children regardless of culture, background or disability, where individual abilities are recognised and children learn through first-hand experiences, exploration, practice and discovery. Each person is regarded as an individual with differing social, intellectual and cultural backgrounds. Different needs, likes, dislikes, similarities and differences are respected and accounted for. Nobody in the preschool is subjected to discrimination, racist comments or gender bias. Cultural and religious diversity is respected. Inclusion is not optional; children have defined entitlements in this area, and settings have legal responsibilities. During play, we encourage the children to respect and value each other. We discourage them from making hurtful and unkind remarks. We challenge any discriminatory actions or comments made by staff or children. We acknowledge the diversity of our society and help prepare the children for their part in society. Teams ensure that children are helped to understand that it is wrong to judge someone because of their gender, race, beliefs, disability or social background. We explain why, talk things through, make immediately clear the unacceptability of the behaviour and attitudes employing explanation rather than personal blame, and praise positive behaviour. We aim to treat our children equally and provide a range of equipment, resources and activities to meet their individual needs. We seek to respond to each child as an individual. We believe in adapting our practice to meet the needs of each child rather than just making children fit in with what we do. We work together with parents and professionals, valuing their experience and contribution. We also liaise with the Local Authority's early years representative.

We comply with the two primary duties set out in the EQUALITY ACT 2010. These are:

Not to treat a disabled child 'less favourably.'

To make 'reasonable adjustments' for disabled children.

We will focus on each child's learning, development and care by:

- Removing or helping to overcome barriers for children where these already exist.
- Being alert to the early signs of needs that could lead to later difficulties and responding quickly and appropriately, involving other agencies as necessary.
- Stretching and challenging all children.



Staff Training

We have the opportunity to access termly training and updates from the Early Years Team.

Staff will be encouraged to attend training opportunities to support their awareness and understanding of equality and diversity.

The setting SENCO will attend training around special educational needs and the code of practice.

Staff will have equal access to identified training to ensure professional development.

Funding will be made available (where possible) from within the preschool budget to allow staff to access training.

Any complaints will be dealt with in accordance with our complaints policy.

We will regularly review and monitor this policy and our practice to ensure that we fully implement the Equality of Opportunities and SEN policy. We will continue to monitor the effectiveness of the policies and update them annually or as and when deemed necessary.

SEN Policy

This policy is updated and revised annually with the revised code of practice.

We apply the SEN Code of Practice to ensure that children with Special Educational Needs and their families are welcomed and fully inclusive in all aspects of Preschool life.

The legal frameworks for this policy include:

- Working Together to Safeguard Children 2013
- Special Educational Needs and Disability Code of Practice 2014
- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- The Statutory Framework for the Early Years Foundation Stage
- Equality Act 2010

We will identify children who give cause for concern as early as possible by observing and assessing the child's stage of development, gathering information, recording progress made, interacting with the child and discussing with parents/carers to ensure they make the maximum progress possible.

We will seek support and advice from parents, external agencies and other relevant professionals to ensure that relevant background information about the children is collected, recorded and updated and that we are offering adequate provision and appropriate targets for children with additional needs.

GRADUATED APPROACH CYCLE OF ACTION

We will consult with parents and complete an Early Identification Assessment Summary form to start the cycle of Assess, Plan, Do, Review to address learning and development needs. We will implement and record development targets and strategies over an agreed period of time to enable the child to progress.

This will include the following information:

- Small steps targets for the child. They will be written as SMART targets: Specific, Measurable, Achievable, Realistic and Timed
- Strategies to be used
- The provision to be put in place
- Review date
- The outcome of an action to be taken
- Set targets in partnership with parents and a review date
- Record progress with targets and review with parents to decide on the next stage of action
- During this cycle, it may be considered that a referral may be needed to another professional or specialist. Once a specialist becomes involved, we work with them to write joint targets or shared outcome plans to support the child's development. All records are kept strictly confidential and used only on a need-to-know basis. Our records will be updated regularly with parents' full knowledge and support.

Children with special/additional needs are defined as having a learning difficulty if they have the following:

- A significantly greater difficulty in learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. (Ref: SEN Code of Practice)

We will work together with parents as partners, they have unique knowledge and experience to give about their children, and we will value their contribution. Parental agreement will always be sought before contacting a professional outside our setting.

Parents will always be involved in discussions concerning educational provision and arrangements to meet their child's needs. Parents will be kept fully informed of their child's progress, including any cause for concern. Where necessary, we will liaise and work with relevant outside agencies and professionals to meet the child's specific needs. We will aim to provide a range of suitable learning opportunities to support structured programmes



already in place by other agencies. We welcome any advice, support and involvement from any external agency that may be involved with children in our care.

Advice and guidance could be sought from:

- West Sussex Schools and Inclusion Service
(<https://www.westsussex.gov.uk/business-and-consumers/information-for-childcare-providers/practice-support/diversity-and-inclusion/>)
- Education Preparation unit
- Speech and Language Therapy
- Hearing Support Service
- Visual Impairment Team
- Health Visitors
- Educational Psychology
- Autism Spectrum Education Team

The Cycle of the Graduated Approach would then continue.

Education, Health and Care plans.

In conjunction with parents, we take advice from and follow the local authority guidelines concerning making a referral for a formal assessment and procedures relating to the child having an Education, Health and Care plan. During this period of time, we would continue to gather evidence and continue to implement targets or outcome plans.

On transition, all SEN information will be passed to the receiving setting with the parents' knowledge, using the West Sussex preschool to school SEN transfer form in conjunction with the standard Mapping and sharing book and school transfer document.

The name of our Special Educational Needs Coordinator (SENCO) is; Kayleigh Higson

The SENCO will;

- Advise and support other practitioners in the setting.
- Ensure IEPs are in place in respect of children with additional needs.
- Promote effective relationships with parents of children with additional needs.
- Ensure the Equality of Opportunity and SEN policies are put into practice.
- Ensure staff understand, are familiar with and follow the practice as stated in this policy.
- Establish a record of SEN and ensure it is kept up to date.
- Act as a link with parents and external support agencies.
- Promote staff development and ensure appropriate training for SEN/Inclusion.



- Monitor the Equality of Opportunity and SEN policies and regularly evaluate and review them.
- Liaise regularly with the LA SENCO Team and SEN/Inclusion team members through meetings, and courses, on an individual basis and by invitation to the setting when specific advice and support have been requested.
- The SENCO will attend LA training courses to extend their SEN knowledge and keep up to date with current SEN issues and the Code of Practice for their professional development and will address training issues related to SEN for other staff members as appropriate.

The Looked after Children Coordinator is the SENCO. The coordinator will liaise with the appropriate professionals to set targets as and when needed concerning Looked After Children to help focus on their individual needs and development.

Any complaints will be dealt with in accordance with our complaints policy.

We will regularly review and monitor this policy and our practice to ensure that we fully implement the Equality of Opportunities and SEN policy. We will continue to monitor the effectiveness of the policies and update them annually or as and when deemed necessary.

Updated January 2023

Manager Kayleigh Higson
Chair of Governors Yvonne Wilson