

## **Equal Opportunities Policy-Valuing Diversity and Promoting Equality**

### **Introduction**

All children are entitled to an education that enables them to achieve the best possible educational and other outcomes, and become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education

This policy outlines the provision for children with special educational needs and those with a disability (SEND) and supports all children who experience barriers to learning. Eckington Under Fives Pre-school works towards the statement that "Every child should be given the best chance to succeed in life" (April 2014 DfE)

### **Our Aims**

We aim to:

- Provide a welcome, secure and accessible environment and appropriate learning opportunities for all children.
- Promote equality of opportunity and value diversity for all children and families, including support for disabled children and children with SEND (Special Educational Needs and Disability).
- Encourage all children, irrespective of any special needs, to be included in all Pre-School activities and opportunities for development, wherever possible.
- Operate, in partnership with parents, a system of observation, assessment and record keeping, which enables us to recognise and monitor the children's needs and progress on an individual basis.
- Operate an inclusive and welcoming approach to interest in working or volunteering at the Pre-School (in accordance with the Suitable People Policy).
- Provide positive non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups and people with disabilities through our curriculum.
- Challenge and eliminate discriminatory actions and foster good relations between all communities.
- We view children's behaviour as an outward sign or indicator of another need that a young child may not be able to verbalise, or understand.

We aim to have knowledge and to be aware of: -

- The principles and legislation of Inclusion and Special Educational Needs and Disability (SEND) in the Early Years.
- The DfES Special Educational Needs Code of Practice (2002).
- Early Years Foundation Stage Statutory Framework and Practice Guidance
- The Equality Act (2010).

### **Admissions and the Identification of Special Educational Needs**

Our Pre-School is open to all members of the community. We do not discriminate against a child or their family, or refuse a child entry to our Pre-School for reasons relating to disability, race, sex, gender reassignment, religion or belief, age, or sexual orientation. Children with special educational needs, like all other children, are admitted to Eckington Under Fives Pre-school after consultation with their parents, and the Pre-School Manager, who is also the Special Educational Needs Co-

ordinator (SENco). If it is felt that a child's needs cannot be met in the Pre-School without additional personnel and/or equipment, funding will be sought to aim to provide appropriate support. When a child enters Pre-School with a known special need that requires a high level of support, discretionary funding may be applied for in preparation for entry. If funding is granted, a member of staff would be appointed as a Learning Support Assistant (LSA) to work and support the child on a 1:1 basis. We work closely with the parents of all the children in the Pre-School to ensure that:

- We draw upon the knowledge and expertise of parents in planning provision for their child.
- The child's progress and achievements are shared and discussed with parents on a regular basis.
- Parents know the identity of the SENco.
- Parents are aware of the arrangements for the admission and inclusion of children with special educational needs.

### **Early ID**

Children have a learning difficulty if they:

- Continue to make inadequate progress, despite high-quality teaching targeted at area/s of learning and development which the child finds most challenging.

Observations, assessments (e.g. Tapestry, termly summaries), records and discussions between the child's parents, SENco and Key Person help to identify a child who is experiencing difficulties.

As soon as a child has been flagged up as having a learning difficulty we would:

- Discuss the child in a team meeting to discuss the child in detail to share thoughts.
- Observe the child using the Early Support Tracker, this forms part of the EYFS profile document and covers the areas Personal, Emotional & Social development, Physical development, Communication and Thinking. We would use the most relevant document or track them in all areas, dependant on the child.
- On tracking the child and finding a delay we would then consult the parent with this factual information and work together to decide on the next steps to help their child. It may be necessary at this stage to advise the parents to contact their Health Visitor or GP, which may then lead onto referrals to other professionals.
- We would require written parental consent if it was decided further interventions were required with the child. This form of Provision is called Graduated Response.

### **Graduated Response**

At this point we would seek advice from our Early Years Integrated Service advisor who can advise on strategies. Parental permission would be sought if the advisor was asked to observe the child.

### **Provision Mapping**

At Eckington Under Fives Pre-school we use a planning tool called Provision mapping. This enables us to organise information about children in an accessible

and easy to manage format, which enables us to target support and strategies and identify any gaps.

### **The Cycle**

1. Audit – Identify the needs of the learners, the provision and existing strategies and resources used by staff.
2. Reflect and Identify gaps – Map the needs of the children against the provision /resources available.
3. Adapt and Enhance – Identify training, research strategies, explore expertise in local area.
4. On-going Monitoring – Review six weekly, use outcomes to inform next steps in learning, evidence child records.

By having a detailed Provision map this means the children who are receiving interventions in the setting do not require an IPM (Individual Provision Map). On the Provision map these children would be positioned under Graduated Response level 1. The above cycle also follows our process of Assess, plan, do, and review.

### **Graduated Response level 2 & 3**

This level is for those children that have been referred to an outside professional agency i.e. speech and language. Once the setting has received referral with targets for the individual child these can be incorporated into the provision map, in addition to this an individual provision map would be written also.

### **IPM**

- An 'Individual Provision Map' (IPM) is written, monitored, reviewed (at least every 4-6 weeks) and updated by the SENco, together with the Key Person/1:1 support and the child's parents.
- The SENco will advise the other members of staff within the Pre-School of the child's specific needs and gather relevant information for record keeping.
- Parents will also be informed of any local support groups known to the SENco and signposted to them
- If the SENco, in partnership with the parents and Early Years Integrated Service advisor, is concerned that a child is not progressing then a Common Assessment Framework form will be completed to identify the child's needs and improve information sharing and a Lead Professional appointed to coordinate services from the multi professionals involved.
- If the child with additional needs may also attend another setting. The SENCO will arrange visits to observe the child in the other setting, after obtaining permission from the child's parent/carer.

I would seek advice from my Area SENco as where to place my child in the Graduated Response system if unsure and to apply for funding to support these children.

### **Discussing Children's Progress and outcomes**

- Discussing children's progress is an on-going process. At the end of each session we self-reflect and write our findings and actions on the daily planning sheet. Evaluation of provision is discussed, and changes are made according to interests, needs and abilities.
- Observations of children are read and discussed during keyperson/manager meetings.
- Each half term the Manager will discuss progress and review support plans with the parents/carers, ensuring their views and contributions are valued.
- Parents/carers will be offered advice about how they can work with their child at home. The effectiveness of any intervention will depend upon the level of involvement of parents/carers.
- Parents/carers are given information about procedures, outside agencies and where necessary, or if requested the support of Outreach agencies.

### **Role of the SENco**

The SENco is responsible for ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN, advising and supporting colleagues, ensuring parents are closely involved throughout and that their insights inform action taken by the setting and liaising with professionals or agencies beyond the setting.

The SENco achieves this through;

- Overseeing the day to day operation of the Pre-school's SEND policy.
- Co-ordinating the provision for children with SEND.
- Liaise with, advise and contribute to in-service training of all staff.
- Advising on a "graduated approach" to providing "additional" SEND support.
- Ensuring all records of children with SEND and those children experiencing barriers to learning, who may not have SEND, are kept up to date.
- Liaising with parent/carers of children with SEND and those children experiencing barriers to learning, who may not have SEND.
- Being a key point of contact and liaising with external agencies, health and social care and the local authority.
- Liaising with SENco of next provider to ensure a smooth transition.
- The role of the SENco is strategic and to be effective the SENco should be a member of the senior management team.

**Eckington Under Fives Pre-School's SENco is  
Donna Saunders**

**Early Years Integrated Services Area SENco is  
Debbie Carter**

## **Supporting children's transition**

Parents/carers of children with SEND are invited in to meet with the SENco with their child, prior to starting at the Pre-school. This is an important meeting for the parent/carer to share information with the school about their child's needs and any concerns they may have. Where appropriate, transition arrangements into the Pre-school will be discussed at this meeting, and shared with all relevant staff and agencies. This may include structured transition visits to the Pre-school up to a term prior to the child's start date. Outside agencies may be contacted to gather any additional information about the child where necessary. Following a child's settling period to the Pre-school the SENco will arrange a meeting with the parent/carer to review the child's learning and progress

## **Transition to Primary school**

- All children are usually invited to visit their new primary school with their parent/carers prior to transition. Further visits are arranged according to the individual needs of the child. A photograph book showing aspects of life in primary school is used to prepare children for transition.
- All documentation, this will include individual support plans, EHC plan, any reports from outside agencies, will be forwarded with a progress report to the child's primary school.
- In addition to this, the SENco will:
  - Prepare and share a transition report with the child's new class teacher and the school's SENco.
  - A copy will go to the parent/carers.
  - Invite the new class teacher/SENco to visit the child at Pre-School.
  - Arrange a meeting with the Schools SENco, Reception Teacher, area SENco and with the child's parents/carers.

## **Using the curriculum to develop positive attitudes**

The curriculum offered in the Pre-School encourages children to develop positive attitudes about themselves as well as to those who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking. Our environment is as accessible as possible for all visitors and children. Reasonable adjustments will be made, where possible, to accommodate the needs of children or adults with additional needs.

## **Within our curriculum we aim to:**

- Make children feel valued and good about themselves and others.
- Create an environment of mutual respect and tolerance.
- Help children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Positively reflect the widest possible range of communities in the choice of resources.
- Avoid stereotypes or derogatory images in the selection of books or other resources.
- Celebrate a wide range of festivals.

- Ensure that the curriculum offered is inclusive of children with special educational needs and children with disabilities.
- Ensure that children learning English as an additional language have full access to the curriculum and are supported in their learning, whilst ensuring that they are supported in the maintenance and development of their home language.
- We work in partnership with parents/carers to ensure that the dietary requirements of children that arise from their medical, cultural or religious needs are met. We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

### **Valuing diversity in families**

- We welcome the diversity of family lifestyles and encourage parents/carers to contribute to the Pre-School through sharing their experiences and cultures with us.
- We welcome and support families who speak languages in addition to English.
- We welcome disadvantaged and under-represented groups to join the Pre-School.
- Displaying of openly discriminatory behaviour and possibly offensive materials, name calling, or threatening behaviour by staff, parents/carers or children are unacceptable on or around the premises. Any such behaviour will be dealt with through our disciplinary procedures. If, at any time, staff feel threatened by the behaviour of a parent/carer then the police will be called.

### **Funding**

At Eckington Under Fives Pre-school we are committed to our SEND responsibilities and will endeavour to use any funding we successfully receive to be used effectively. We would use the funding that has been allocated to provide a member of staff to be employed to come in and complete;

- 1:1 activities for all children on Graduated response 2 & 3 on a daily basis or the days the child attends.
- Work with the SENco to document all progress and relevant paperwork.
- To work with the SENco to identify next steps.

**This would be reviewed half termly (at least).**

### **Requesting an Education, Health and Care needs assessment**

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting would consider requesting an Education, Health and Care needs assessment.

### **Legal References**

- The following sections of the Children and Families Act 2014:
  - Co-operating generally: governing body functions: Section 29
  - Children and young people with SEN but no EHC plan: Section 29
  - Children with SEN in maintained nurseries: Section 35
  - Using best endeavours to secure special educational provision: Section 63

- SEN co-ordinators: Section 64
- Informing parents and young people: Section 68
- SEN information report: Section 69
- Duty to support pupils with medical conditions: Section 100
- The Equality Act 2010

**Regulations**

- The Statutory Framework for the Early Years Foundation Stage
- The Special Educational Needs and Disability Regulations 2014 79

**Definition** - EHP Education Health Plans this has replaced the 'Statement of needs'.

<b>This policy was written by Maria Smith and Donna Saunders on 9<sup>th</sup> November 2017</b>	
<b>Approved by Eckington Under Fives Committee</b>	
<b>Name:</b>	<b>Position:</b>
<b>Date:</b>	<b>Signature:</b>

