

EQUALITY OF OPPORTUNITIES

STATEMENT OF INTENT

Our Pre-school is committed to providing equality of opportunity and anti-discriminatory practice for all children and families.

Aim

We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- provide positive non-stereotyping information about different ethnic groups and people with disabilities;
- continuously improve our knowledge and understanding of issues of equality and diversity;
- include and value the contribution of all families to our understanding of equality and diversity;
- make inclusion a thread which runs through all of the activities of the pre-school.

Methods

Admissions

Our Pre-school is open to all members of the community.

- We advertise our service widely.
- Our Local Offer is available to view on both the BFIS website and preschool's own website.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We are able to provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system.
- We do not discriminate against a child with a disability or refuse a child entry to our Pre-school because of any disability (subject to the constraints of the pre-school)..
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the Pre-school and in the curriculum offered.

HOW THE INDIVIDUAL NEEDS OF ALL CHILDREN WILL BE MET

Differentiating Provision Within The Curriculum

The curriculum offered in the Pre-school encourages children to develop positive attitudes to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Responding to the views and feelings of all children and families
- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- reflecting the widest possible range of communities in the choice of resources
- avoiding stereotypes or derogatory images in the selection of materials e.g. dressing up for boys and girls, cooking for all;
- exploring a wide range of festivals e.g. Chinese New Year, Diwali
- creating an environment of mutual respect and tolerance;
- helping children to understand that discriminatory behaviour and remarks are unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning e.g. we have visual aids within the setting, knowing the translation of important words for the child.
 - by identifying and actively seeking to reduce barriers to learning and participation.
 - by identifying and actively seeking to reduce barriers to inclusion, e.g. we provide a range of accessible resources and equipment.

• EQUALITY OF OPPORTUNITIES

The Equality Act 2010

Marlow Bottom Pre-school has regard for the Equality Act 2010-‘Though we acknowledge that not all children with a disability have a special educational need we have regard for the Equality Act 2010 (EA) and will make reasonable adjustments to include all children and their families.’

- We do not treat children with disabilities less favourably;
- We take reasonable steps to avoid putting children with disabilities at a substantial disadvantage.
- We make reasonable adjustments to the environment and resources indoors and out when required, e.g. height of easels, height of tables and chairs, visual supports;
- Children’s home languages are valued and used to support learning where possible.
- We work with parents to ensure medical, cultural and dietary needs are met. Please refer to our Managing Medicines, Food and Drink and Parental Partnership Policies.
- We provide an environment in which all children are supported to reach their full potential. This policy is written in response to the Special Educational Needs and Disability Code of Practice:0-25 years (2014).

Working with Parents and other Agencies

We actively encourage parents to take part in and contribute to the life of the setting, e.g. parents are invited in to talk about their professions.

Meetings are arranged to ensure all can be involved in the Pre-school, e.g. Stay and Play sessions, Open Days and evening Committee meetings.

We communicate information about meetings in a variety of ways to enable access; these include newsletters, emails, pre-school noticeboard and verbally.

We liaise with the EYCS Inclusion Team, attend EYFS Network meetings and disseminate and share information and advice to all staff members.

We provide parents with information on sources of independent advice such as Advice & Support (SEND IAS) Service formerly Parent Partnership

The Role of the Special Educational Needs & Disability Coordinator (Sendco)

- **Laura Davis is our Special Educational Needs Coordinator (SENCo)** who has overall responsibility for children with special educational needs. Laura has attended SENCO training and the National Autistic Society's "Earlybird Programme". She will continue to attend relevant training/courses.
- It is the responsibility of the SENCo to have read and understood all the information on any child within the Pre school that has special educational needs. This includes reading all entry profiles and medical forms.

Definition of Special Educational Needs (SEN)

A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him/her.

Aims

- We have regard for the Children and Families Act 2014.
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs (SEN) and disabilities.
- We recognize children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them (as defined in the Code of Practice 2014).
- We identify the specific needs of children with SEN and disabilities;

Children's SEN are generally in the following 4 broad areas of need & support:

- communication and interaction
- cognition & learning
- social, emotional and mental health
- sensory &/or physical

- We meet those needs through a range of strategies; we are able to make reasonable adjustments to the environment and resources indoors and out.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

Equality of Opportunity in Practice.

- We ensure that the provision for children with SEN and disabilities is the responsibility of all members of staff within the setting.
- We ensure that our inclusive admission practice ensures equality of access and opportunity.

• **EQUALITY OF OPPORTUNITIES**

- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We regularly liaise with the EYCS Inclusion Team, attend EYFS Network meetings and disseminate and share information and advice to all staff members.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's education.
- We work closely with parents of children with SEN and disabilities to create and maintain a positive partnership. Parents are encouraged to share any information or concerns they may have on their child so they are actively contributing to the progress of the child.
- We provide parents with information on sources of independent advice and support such as BFIS (Bucks Family Information Service) and the SEND IAS Information Advice Service.
- We liaise with other professionals (such as therapists, health visitors, psychologists, social workers, paediatricians and portage workers) involved with children with SEN and disabilities and their families, including transfer arrangements to other settings and schools.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We provide a broad and balanced curriculum for all children with SEN and disabilities.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing SEN Support Plans for children with SEN and disabilities.
- We ensure that children with SEN and disabilities and their parents are appropriately involved at all stages of the graduated responses, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN and disabilities. We make requests for Education, Health and Care (EHC) plans as detailed in the Code of Practice where appropriate.
- We provide resources (human and financial) to implement our SEN and disability policy.
- We ensure the privacy of the children with SEN and disabilities when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our SEN and disability provision by collecting information from a range of sources e.g. SEN Support Plans, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- All policies are reviewed and amended as necessary annually in October by the Management Committee.

• EQUALITY OF OPPORTUNITIES

We use the following audit tools:

- Care Standards Act 2000
- Children Act 1989, 2004
- Disability Discrimination Act (DDA) 1995, 2005
- Equality Act 2010
- EYFS 2012
- Green Paper Excellence for all children: Meeting Special Educational Needs 1997
- Human Rights Act 1998
- Protection of Children 1978,1994, 2008
- Protection of Children Act 1999
- Race Relations Act 1976/ Race Relations Amendment Act 2000
- Safeguarding Vulnerable Groups 2006
- Special Educational Needs & Disability 0-25 years Code of Practice 2014
- United Nations Convention on the Rights of the Child

This policy was agreed and adopted at a Committee Meeting held on	
Signed	For and on behalf of Marlow Bottom Pre-school CIO

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