Section 7. Equal Opportunities

Safeguarding and Welfare Requirements:

Child Protection Providers must have and implement a policy, and procedures, to safeguard children

**7.1 Valuing diversity and Promoting equality**

**7.2 Supporting Children with Special Educational Needs and Disabilities**

Every Child Matters-supporting the 5 outcomes

Make a Positive Contribution

Enjoy and Achieve

**Safeguarding and Welfare Requirements: Equal Opportunities**

Providers must have and implement a policy, to promote equality of opportunity for children in their care, including support for children with special educational needs or disability.

 **7.1 Valuing diversity and Promoting equality**

**Policy Statement**

The Early Years Learning Alliance is committed to helping pre-schools provide equality of opportunity for all children and families and take positive action to eliminate discrimination in all areas of work. As a member of the Early Years Alliance, Busy Bees Pre-school works in accordance with all relevant legislation.

We recognise that children and their families come from diverse backgrounds; all families have needs and values that arise from their social economic, ethnic and cultural or religious backgrounds. Busy Bees Preschool is committed to anti discriminatory practise 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 flourish and in which all contributions are considered and valued
* Improve our knowledge and understanding of issues of anti-discriminatory practise, promoting equality and valuing diversity
* Challenge and eliminate any discriminatory actions
* Ensure inclusion is a thread that runs through all of the activities and events of the preschool, and
* Foster and encourage good relations between all families

**Procedures**

Admissions

The pre-school is open to every family in the community. Please refer to our Admissions Policy in section 8, Information and Records, for further details.

* We base our Admissions Policy on a fair system
* We ensure that all parents are aware of our Valuing Diversity and Promoting Equality Policy through our *mission statement* which is part of our prospectus and Registration pack
* We do not discriminate against a child or their family on the following basis as defined in the Equality Act (2010)
* Disability
* Race
* Gender reassignment
* Religion or belief
* Sex
* Sexual orientation
* Age
* Pregnancy or maternity
* Marriage or civil partnerships
* We will develop an action plan/My Support Plan, along with parents and relevant professionals, to ensure that children with impairments and complex learning needs can participate successfully in the activities and the events offered by the preschool
* Displays of openly discriminating and possibly offensive materials, name calling, or threatening behaviour are unacceptable on, and around, the premises, by parents or staff members, and will be deal with in the strongest manner.

Employment

* When vacancies cannot be filled internally with a suitable candidate for the position, vacancies will be advertised. The pre-school will appoint the best person for each job and will treat fairly all applicants for jobs and those appointed. Commitment to implementing the group’s Equal Opportunities Policy will form part of the job description for all workers.
* The applicant who best meets the criteria will be offered the position, subject to satisfactory references and a clear DBS check

Training

* We ensure all staff are confident and have full understanding of our Valuing Diversity and Promoting Equality Policy during the induction period.
* We review our practise to ensure that we fully implement this policy at all times.

Curriculum

The curriculum offered at Busy Bees encourages all children to develop positive attitudes about themselves as well as to people who are different from themselves.

Our premises are as accessible as possible for all visitors and families. Busy Bees accommodate the needs of all children by;

* Making children feel welcome, valued and good about themselves and others
* Equal access to learning; adaptations and adjustments planned for if require to meet the needs of all children
* Recognising and supporting different learning styles
* Reflecting the diverse community in our resources
* Avoiding stereotypes or derogatory images in our books and other materials
* Celebrating a range of celebrations and festivals to reflect the community
* Differentiating provision to meet the needs of children with special educational needs and disabilities
* Helping children to understand that inappropriate words and actions can be hurtful to others; supporting children’s empathy and understanding of feelings
* Ensuring that children with English as an additional language have access to the curriculum, through careful planning, liaising with families and the use of multilingual resources and visual props
* We complete an EAL audit, and update termly or when required, to ensure we value and meet the needs of all EAL children in the setting
* Valuing children’s home languages in the setting; learning key phrases and words of importance to the child/family

Food

* We gather information from parents/carers in our registration pack to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met
* We help children to learn about a range of food and healthy eating

General

* We encourage all families to take an active role in the Preschool; *see Section 8- Information and Records policy; 8.3 Parental involvement*
* Families are encouraged to attend meetings regarding their children and also Committee meetings focusing on supporting the running of the setting
* We communicate with all main carers, including parents who may not live in the family home, in a number of ways including, written, verbal and email to ensure all carers are kept informed about preschool news, meetings and events
* We review our policies annually or as required to ensure they promote equality, inclusion and value diversity

Legal Framework

The Equality Act 2010

Children’s Act 1989 & 2004

Children and Families Act 2014 with SEN Code of practise

Safeguarding and Welfare Requirements: Equal Opportunities

Providers must implement a policy, and procedures to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities

**7.2 Supporting Children with Special Educational Needs and Disabilities**

Policy Statement

We provide an environment in which all children are supported to reach their full potential.

* We have regard for the DfES Special Educational Needs Code of Practice and adhere to the Disability Discrimination Act which is combined into the Equality Act 2010.
* We are inclusive for all children in our provision.
* Our key person system ensures that there is a consistent point of contact to help support parents and children and keep them informed of their child’s progress.
* We identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies.
* We work in partnership with parents and outside agencies in meeting individual children’s needs.
* We monitor and review our practice and provision and, if necessary, make adjustments.

Procedures

* We designate a member of staff to be SENCO and give his/her name to parents. Our SENCO is Nikki Dawkins. Room leaders oversee implementation of support for children with SEN in each room.
* We provide a statement detailing how we provide for children with SEN/disabilities.
* We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
* We ensure that our inclusive admissions practice ensures equality of access and opportunity.
* We ensure that our physical environment is as far as possible suitable for children with disabilities. A risk assessment or learning plan for each child with SEN is completed upon admission into pre-school or as appropriate when a child has been identified as having a special need.
* In accordance with the Disability Discrimination Act, we will endeavour to make ‘reasonable adjustments’ for disabled children. Disabled children will not be treated ‘less favourably’.
* We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership to ensure that their needs are met and they can be included in the life of the setting as fully as possible.
* We ensure that parents are informed at all stages of the identification, assessment, planning, provision and review of their children’s education. They will be involved with the implementation of Individual Education Plans when at Sen Support, and in the reviewing process of these targets.
* We provide parents with information on sources of independent advice and support.
* We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
* We use a graduated response system for identifying, assessing and responding to children’s special educational needs; more details can be found in the Setting Offer.
* We use a system of planning, implementing, monitoring, evaluating and reviewing Individual Education & Support Plans for children with SEN/disabilities.
* We provide a broad and balanced curriculum for all children including those with SEN/disabilities to meet individual needs and abilities.
* We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
* Our SENCO has attended relevant SEN training and attends training on a regular basis and provides in-service training for practitioners and volunteers. Staff may attend relevant training outside the setting.
* We have systems in place for working with other agencies to make relevant referrals for children and work cooperatively with professionals to support children’s needs.
* We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP/Support Plan reviews, 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.
* We monitor and review our policy annually or update as required.

Legal Framework

Children and Families Act 2014

Further Guidance

SEN Code of Practise 2014

Wiltshire Graduated Response to SEND Support- GRSS

Section 4. Equal Opportunities

This policy was adopted at a meeting of Busy Bees Preschool

Held on

Signed by Manager

Signed by Officer

Busy Bees Local Offer

**What is the Local Offer?**

The Children and Families Bill (2013) outlines the government's plans to require local authorities to publish information on services and provision across education, health and social care for children and young people aged 0 - 25 with special educational needs and disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The process extends to early years settings and all the information below forms our local offer and shows how we have, for many years, provided for children with special educational needs and disabilities.

**Our Policy**We support children with special educational needs by providing an environment in which all children are supported to reach their full potential.

* We comply with the Statutory Framework for the Early Years Foundation Stage and the Equality Act 2010.
* We have regard for the Special Educational Needs and Disability Code of Practice (2014).
* We ensure our provision is inclusive to all children with special educational needs.
* We support and offer advice to parents and children with special educational needs.
* We identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of SEN Strategies.
* We work in Partnership with parents and other agencies in meeting individual children’s needs.
* We monitor and review our policy, practice and provision and, if necessary, make adjustments.
* We have a designated Special Educational Needs Coordinator (SENCo) who is our Manager Nikki Dawkins.

**Identifying Children with Special Educational Needs and Disability**

* At Stay and Play sessions when joining the Busy Bees the Key Person and parents share information about the strengths and needs of the child to create a positive partnership.
* The SENCO also meets with all parents to gain general information about the child’s learning and development and discuss any concerns the parent may have.
* Families will be supported for as long as it takes for your child to settle. We want your child to feel happy and safe with us.
* Each child has a Key Person who works closely with your child and the family and may identify a possible individual need.
* On-going observational assessments are made of all children and are linked to the Early Years Foundation Stage and Development Matters ages and stages of development (as outlined in the Statutory Framework for the Early Years Foundation Stage).
* Key People also use a range of other child development materials to help identify any areas of concern, including the Every Child A Talker (ECAT) monitoring tool, the Preschool Communication Tracker observation or the GRSS Quick checker; along with their knowledge of child development through training and qualifications.
* We undertake a Progress check for 2 year olds, which is a EYFS statutory requirement, and all other children joining the Preschool; the progress check looks at the EYFS Prime Areas of Learning which are
* Personal, Social and Emotional development,
* Communication and Language and
* Physical development
* We gather information regarding these areas of Learning from parents before completing the progress check; these are then discussed with parents at a development meeting.
* Any concerns that arise are then shared with the  setting SENCO and together with parents any additional support and monitoring is put in place or relevant referrals
* Reports from health care professionals may identify a child’s individual needs and we will include these in your child’s learning and development.

**Supporting Children with SEND**

* Our SENCo will work with all our staff to ensure provision is relevant and appropriate for all children.
* We use a ‘graduated approach system’ for identifying, assessing and responding to children with special educational needs. This means using a step-by-step response through the various levels of intervention which are Discussion of a Concern, Targeted Support, Specialist Support and Education, Health and Care Plan (EHC).
* Our SENCo will explain how children’s individual needs can be met by planning support using a written Individual Education Plan, My Support Plan, EHC, or Health Care Plan depending on the level and area of need.
* The Key Person will oversee the Individual Education Plans targets, which are reviewed with parents termly and new targets planned by your child's Key Person, SENCo and parents also imputing advice from any professionals involved.
* We access additional support from other professionals where necessary, and are supported by the Wiltshire SEND team where required.
* Our SENCo will work with all other staff to ensure implementation of the IEP and subsequent continuity of care and education by everyone.
* We ensure that parents are informed at all stages of assessment, planning, provision, monitoring and review of your child’s progress.
* Learning Journeys are available to view at any time and may be borrowed to take home, although must be bought back for the next session.
* All documentation, including reports, are kept in the child’s individual file in a locked filing cabinet to ensure confidentiality.
* Further funding, called Inclusion Support Funding, can be applied for to support your child if required and the child meets the criteria.   This funding may provide 1:1 support, as well as to purchase specialist equipment for the child

**How Busy Bees Preschool supports children’s needs and well being**

* Observations of children development, interests and fascinations, assessments and information from parents help inform planning for all children.
* As well as whole room planning all Key people plan individually for children to meet the needs of all children in the setting.
* General Development/setting meetings are held 3 times a year or as required, with the child’s Key person as well as termly meetings with the SENCO and Key Person to review additional support and targets
* All staff receive in house training on Positive Behaviour Management as part of the induction process and we have a named member of staff, Vicki McIntosh who attends training in this area and updates behaviour management strategies that we use in the setting.

**Training for the SENCO and staff team**

* Our SENCo has completed specific SENCo training including Makaton, ELKLAN, Early Years Inclusion Training, Autism and Voice of the Childtraining; the SENCOalso attends Network Meetings to keep up-to-date
* Staff will attend training linked to specific needs and will attend further courses if required.
* All staff attended Makaton training in September 2015 and all new staff after this time will have training in Makaton as part of their induction. Therefore Makaton will be used by all staff to support and encourage children’s communication development.
* A SENCO report is given to all staff termly outlining a child area of need, and support and strategies that are being implemented, this enables a consistent approach to supporting children with additional needs

**Accessibility of the environment**

* Disabled access through main front door via a ramp.
* Ramps lead outside from both play rooms.
* Disabled toilet available. Handrails in toilets.
* Handrail on ramps to free-flow outdoor area.
* Resources are easily accessible by children, at child height and labelled with photos/pictures.
* We will make any necessary changes or adapt our facilities wherever possible.

**Working with other Professionals**

* We have regular contact when required with the following professionals;

 SEND Lead Worker Early Years Inclusion Advisor
               Early Years Advisor  Health Visitor
               Speech and Language Therapist Local Children’s Centre Staff

* Advice and support from other professionals in other areas maybe sought as a need arises, such as: Community Paediatric Consultant (Salisbury District Hospital)
                Physiotherapist
                Occupational Therapist

**Further Information**

* The Keyperson or SENCO is always available for advice and support in the first instance. All parents are informed of their child’s Key person during Stay and Play sessions. There is a list of all children’s Key Person within the each room.
* Our Manager/ SENCo or Deputy Manager are also available to offer advice at any time
* We can signpost parents to other professionals that may be able to help such as health visitor, speech and language therapist, children’s centre and others.
* If your child’s need has been referred to a specific team we will be able to support parents in accessing their services.
* Services and a wealth of information that is available in Wiltshire can be found at [www.wiltshirelocaloffer.org.uk](http://www.wiltshirelocaloffer.org.uk)

**Supporting Transition; Moving on to School/or another setting**

* We hold transition meetings for children with a My Support Plan or EHC plan to support transition for your child into school/setting. As well as parents and pre-school staff, these could include foundation stage school teachers, school SENCo, receiving setting staff and relevant professionals.
* We share all documentation such as Learning Plans, My Support Plans, early years assessments, observations and all strategies that support your child in Preschool.
* We invite receiving schools to visit our Pre-School to familiarise and observe the child and to share information in partnership with parents.
* All local schools have their own induction/settling in sessions to assist with children settling into Reception year at Primary school. More settling sessions could be organised if required.

We operate an open door policy and all staff welcome your family to visit our Pre-School.  We will aim to work together to include any child with Special Educational Needs and Disabilities.

More information regarding equal opportunities and supporting children with special educational needs and disability, within our Preschool, can be found in our **Equal Opportunities Policy.**

If you wish to discuss your child’s needs prior to starting you need to contact Nikki Dawkins to arrange a visit.

You are welcome to discuss concerns or progress with your child’s key person, the Manager or SENCO at any time.

Telephone 01722 328799 Email; enquiries@busybeespreschool.org.uk