

Equality of Opportunity Policy

Equality of opportunity requires that everyone has an equal chance to develop themselves to their full potential and be safe and free from harm. The Early Years Foundation Stage states that "children should be treated fairly regardless of race, religion or abilities". It includes:

- equality of access for all
- social inclusion for all
- life choices are widened, not restricted
- talents are fostered, not suppressed
- no one experiences disadvantage or discrimination in any form
- stereotypes are challenged by staff
- all forms of bullying and harassment are condemned and challenged
- individual and community needs are responded to in a sympathetic and imaginative manner
- individuals and groups are allocated appropriate levels of support to ensure that their potential is fulfilled
- the principle of equity applies.

SENCO role

Our SENCO'S are; Terri Carter, Ruth Lowe and Sarah Drury

The role of the SENCO is:

- "Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the settings 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"
- "Liaising with professionals from beyond the setting."

Our Policy is seeking to achieve:

- High aspirations and expectations for children with SEND
- Early Identification and intervention – to nip issues in the bud and reduce frustration in children.
- Parents views to be at the centre of support put in place
- That it relates to the SEND Code of Practice 2014, Children's and Families Act 2013 and Equality Act 2010)

The Equality Act 2010 states that providers must:

- **must** make reasonable adjustments to include children with SEND
- **must not** discriminate against or harass children with SEND)

Our ethos and values

We seek to create, maintain and promote an environment in which each person has an equal entitlement and access to high quality opportunities and services at the nursery irrespective of race, religion, age, disability, gender, sexual orientation, social class or origin. We are opposed to discrimination in all its forms, whether intended or unintended, and we are committed to:

- ALL children with SEND being fully included in activities and we will focus on positive Outcomes for the child
- We will always seek external support if required with parents' permission if it is in the best interests of the child.
- Additional training will be accessed by staff to raise awareness and knowledge of SEND.

The definition of SEND as stated in the Code of Practice is:

"A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

"For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children. For children under two years of age, special educational provision means educational provision of any kind."

The broad areas of SEND are:

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

Some things aren't considered SEND but may still impact on progress, such as:

English as a second language, looked After Children, parents in the services and parents in Prison.

Our role is to narrow the gap i.e. to reduce the difference between the EYFSP scores of the bottom 20% and the average of the rest of the children

Vulnerable learners

All settings will have some vulnerable learners

Who are the vulnerable learners?

- Summer born children

- Eligible for Free School Meals
- English as an Additional Language
- Special Educational Needs
- Looked After Child
- Boys
- 2 year old funded child
- Medical need
- Pattern of poor attendance
- Involvement of Social Care
- Gypsy Roma Traveller
- Premature births
- Children of lone parents (include service families, parents who work away for long periods e.g. oil rigs, parent in prison)

What makes them vulnerable?

- Low self esteem
- Poor involvement in activities
- Lack of confidence
- Cultural differences
- Poor peer to peer relationships
- Immature/delayed development
- Disorganised home environment
- Attachment issues
- Inappropriate learning environment
- Poor family health

We will support these children through:

- Progress check at Age 2 as part of EYFS framework
- Regularly review and assess children's development and needs in addition to the formal checks.
- We follow the whole setting approach and the graduated approach

We follow the process of: ASSESS / PLAN / DO / REVIEW

We follow the graduated approach which is *‘a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of [special educational needs](#) and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.’* (Code of practice 2014)

Partnership with Parents

We **MUST** inform parents when we identify SEND and work together to establish the right support to be put in place. We encourage a consistent approach across all settings (including home) that the child attends. Consent will be gained prior to accessing external support services, e.g. Early years Inclusion Team, Speech and language, etc.

- We ask all parents to provide clear information about their child's needs prior to entry to ensure a successful transition plan is put in place.

Behaviour Management

Our aim is to promote an ethos which encourages caring, sharing, concern and respect for children, staff and parents. We understand that children's behaviour is central to the learning process and is a vital element of education.

As a staff team, we aim to give a fair but firm approach and understand that all children are individuals and so needs and circumstances differ, but there are general principles.

There needs to be consistency between staff groups so these boundaries are clear to the children and wherever possible staff should focus on positive behaviour, but there may be occasions when sanctions need to be used.

We require all staff, students and volunteers to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

Behaviour plans will be written in conjunction with the parents and will be regularly reviewed to ensure their effectiveness.

We aim to:

- Build on children's previous experiences and work in partnership with home to ensure a consistent approach
- Foster each individual child's self esteem
- Support each child in developing self discipline through discussion and negotiation
- Encourage respect for other children and adults, to establish effective relationships.
- Be good role models for the children
- Implement simple rules that are consistently upheld
- Focus on praise and reward

Medical Needs

If a child comes into nursery with a specific health need, e.g. epilepsy, asthma etc. a health care plan will be drawn up to ensure that all staff are aware of all factors that affect the child, treatment needed, medication required and what to do in an emergency.

We will liaise with external agencies where needed and work alongside other health professionals in the child's best interests.

Funding to Support Children with SEND

- The nursery can access EYSFF Inclusion Supplement via Worcestershire.
- Consent to access funding is included within the NEF parental consent form.
- Funding will be used to support the inclusion of named children with SEND and to support the specific interventions put in place.

Transition into Reception or New Settings:

- It is important that information is exchanged to aid smooth transition.
- We will plan for transition at the earliest stage, especially for those children with complex needs.

Complaints

- All complaints in regards to our SEND provision will be handled under our normal complaints procedures – please see complaints policy.

REVIEWED: AUGUST 2018

REVIEWED BY: TERRI CARTER