Berkeley Pre-School
SEN & Equality of Opportunities Policy

Berkeley Pre-School and all staff, management, volunteers and students are fully committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

The legal frameworks for this policy include:

- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1975
- Education Act 1996
- Disability Discrimination Act 1995 & 2005
- Special Educational Needs and Disability Act 2001
- Equal Pay Act 1970
- Children Act 1989
- Equality Act 2006
- Childcare Act 2006

This policy applies to all people, whether using or working in the setting. We will not discriminate, whether directly or indirectly, in the treatment of any persons on the grounds of gender, race, culture, disability, religion, sexual orientation, marital status or for financial reasons. Acts of unlawful discrimination will be challenged and the person concerned helped to understand why this is not acceptable. Berkeley Pre-School is open to all members of the community and everyone will be made welcome – please refer to our admissions policy.

ADMISSION ARRANGEMENTS

We welcome all children and aim to respond appropriately to each child’s differing experiences and individual needs. We encourage parents and professionals to give as much notice as possible for a child with disabilities or special educational needs. This will enable us to explore with parents/carers, our Early Years & Best Start Team and any outside agencies how we can provide most effectively for that child.

We will attempt to be as flexible as possible with admission arrangements for those children with special educational needs / disabilities. Should the need arise, negotiations will take place on an individual basis in order to enable a smooth transition from home to the pre-school environment.

In order 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 entry to our setting on any grounds.
• Provide opportunities for parents/carers to contribute to their child’s care and education.
• Use funding from within the Pre-School budget, where possible and as the budget allows, to use for special educational needs including training.

**We aim to encourage children to develop positive attitudes about themselves and other people. We will do this by:**

• Listening to children and ensuring each child feels included, safe, valued and respected.
• Ensuring that all children have equal access to activities, resources and learning opportunities.
• Making appropriate provision to ensure each child receives the widest possible opportunity to develop their skills and abilities and recognise different learning styles.
• Providing play materials/resources and activities that demonstrate diversity of background and ability, and help to develop positive attitudes to differences of race, culture, language, gender and ability.
• Promoting children’s awareness of their own culture and beliefs and those of other people.
• Ensuring the differentiation of activities to include the needs of all children.
• Working in partnership with key professionals to ensure that individuals with learning difficulties and/or physical disabilities can participate fully in all aspects of the provision.
• Avoiding stereotypical images in equipment, resources and activities.
• Using positive non-discriminatory language with all children.
• Valuing the home background of all children.
• Ensuring any discriminatory language or practice is challenged appropriately.

**English as an Additional Language:**

• Staff will value linguistic diversity and seek support for children and parents as required.
• 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 parent’s home language, staff 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:

- The staff will ensure that there are positive attitudes to diversity and difference so that every child is included and not disadvantaged.
- Children will be supported to learn from the earliest age to value diversity in others and grow up making a positive contribution to society.
- Staff will work with parents/carers and other professionals to make reasonable adjustment to the environment as required by the DDA (Disability Discrimination Act) to accommodate and meet the needs of a child with identified learning difficulties and/or physical disabilities.
- Staff will focus on each child's individual learning, development and care needs 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.
- All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulty or disability, gender or ability will have the opportunity to experience a challenging and enjoyable programme of learning and development.

Berkeley Pre-School applies the Special Educational Needs Code of Practice to ensure that children with SEN and their families are welcomed and fully included in all aspects of pre-school life. Staff receive ongoing training both in-house and externally to ensure that children with SEN are identified at the earliest opportunity and through activities and attention to any related health care needs, they make the maximum progress possible.

ORDER OF GRADUATED RESPONSE

Children giving cause for concern will be identified as early as possible through:

- Observation of the child
- Playing / working with the child
- Talking with parents/carers/practitioners
- Gathering of information
- Monitoring progress through current records

_Raising an Initial Concern_
Consult with parents and with their agreement take advice from Early Years & Best StartTeam.

IEP's - Individual Education Plan

Recoding of targets and strategies to be implemented by staff over a period of time to enable the child to progress.
This will include information about:
  - Small step targets for the child. They will be Specific, Measurable, Achievable, Realistic and Timed.
  - Strategies to be used
  - The provision to be put in place
  - Review date
  - Outcome of action to be taken

**Early Years Action**
Set targets within an IEP in conjunction with parents, and a review date.
(include info from Early Years and Best Start Team if needed)
Record progress with targets and with parents decide on next stage of action.
Write follow-up IEP or take advice from other outside agency.

**Early Years Action Plus**
This includes the support of other outside agencies with parental agreement
Further Support:

- Early Years & Best Start Team
- Portage Service
- Child Development Centre
- Education Preparation Unit
- Speech and Language Therapy
- Health Visitor

Further IEP written.

**Formal Assessment**
In conjunction with parents we take advice from and follow the lead of the main external agency with regard to a formal assessment and procedures relating to the possibility of the child having a Statement of Special Educational Needs.
Continue to carry out IEP’s.

The Pre-School has designated SENCO officer, it is Julie Taylor (L3)
Our main contact and advice comes from the Early Years & Best Start Team:
  - Penny Earl – Best Start Improvement Officer
  - Mags Smithson, -Senior Lead Teacher  EPU
  - Libby Brankin – Senior Lead Teacher  CDC
We have the opportunity to access termly training from the Team.

Berkeley Pre-School will continually monitor and evaluate the effectiveness of its inclusion policy. Staff will attend regular and targeted training. The manager will include update as and when necessary as well as reviewing the policy annually with the staff and management team.

Berkeley Pre-School aims to develop children’s positive self-esteem and the esteem of others. Staff will set a good example by treating one another and the children with respect.
Staff Training:
- 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 Pre-School budget to allow staff to access training. Currently, 2 free places are available for SENCO’S to access the termly training.

Employment Statement:
- All posts will be advertised and applicants judged against specific and fair criteria.
- Applicants will be welcomed from all backgrounds regardless of ethnicity, religion, culture, language, gender, sexual orientation or age.
- Successful applicants will be subject to references and checks by the Criminal Records Bureau.
- Job descriptions will include a commitment to equality and diversity as part of the specifications.
- The recruitment process will be monitored to ensure that it meets the equality and diversity policy.

Race Equality Statement:
- Berkeley Pre-School has due regard to eliminate unlawful racial discrimination.
- We promote equality of opportunity and good relations between people of different racial groups.
- We provide good opportunities for children from ethnic minorities and we wish individuals who access the setting to know that they will receive the same fair treatment and be cared for based on their individual needs.
- All individuals are entitled to equal rights and the same opportunities, regardless of racial group.
- We expect everyone in the setting to seek to eliminate racism where it is identified.
- We strive to ensure equal access to the setting.
- We encourage, support and help all children and staff to achieve their full potential.
- Our resources will reflect cultural diversity.

We will regularly review and monitor this policy and the practice of Berkeley Pre-School to ensure that we are fully implementing the policy for equality, diversity and inclusion.