Policies and Procedures

These policies were adopted on	Signed on behalf of the pre-school	Date for overall review (individual policies will be reviewed as needed. See list of policies for dates)
August 2023	Yve Puxty (Manager)	September 2024

3. Equal Opportunities Policies and Procedures

3.1 Equal Opportunities Policies and Procedures - Special Needs

Policy Statement

Netherfield Pre-school has used the DFES Code of Practice on the Identification and Assessment of Special Education Needs to devise policies and procedures which will ensure all children have the appropriate opportunities to learn through play and that all families are welcome. Our procedure for this is as follows:-

- Consultation between parents, manager and key person will plan the settling in programme for each individual child.
- Children's progress and needs will be monitored by carefully planned methods of observation by all staff and will be shared with parents, taking into account information given by parents.
- Each child will have a key person who will take a close interest in their progress and individual needs, they will work one to one with the child if extra support is needed.
- Children's specific needs will be monitored, supported and reviewed by the staff in consolation with other professionals including speech therapists, psychologists, pediatricians, social workers and health visitors.
- Staff will attend relevant training to ensure they keep up to date with the requirements of all children with special needs and with regard to specific conditions and disabilities.
- Children's right to privacy will be maintained while carrying out personal hygiene activities by ensuring other children and adults are not able to observe the child.

Procedures

We designate a member of staff to be Special Educational Needs Coordinator (SENCO) and give their name to parents. Their name is Yve Puxty.

- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and the review of their child's education.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We raise awareness of any specialism the setting has to offer, i.e. Makaton.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources, e.g. Individual Education Plans, staff meetings, parental and external agency views, inspections and complaints.

3.2 Equal opportunities Policies and Procedures- Valuing Diversity and Promoting Equality.

Policy statement

At Netherfield Pre-school we aim to acknowledge and value each child's individual stage, ability, culture, religion, language and family group.

We recognize that parents are young children's first educators and welcome their involvement in our setting in order to ensure that children's home based learning and the learning opportunities we offer extend and reinforce each other.

We actively seek to combat sexism and promote equal opportunities for girls and boys, women and men. Our setting is open to all members of the community.

To enable our pre-school to do this we follow the procedures below:-

- Information, written and spoken will be clearly communicated in as many languages as necessary.
- The medical, cultural and dietary needs of children, families and adults working in the setting will be met.
- Our planning programmed will incorporate and extend the children's experience and knowledge of other cultures, languages and celebrations.
- We will ensure activities reflect the diversity of our society not just out setting.
- We encourage children to explore in a positive way the differences and diversity of people by ensuring the representation of people are accurate and realistic i.e. dolls, puppets.
- Discriminatory behaviour or remarks are unacceptable in setting and will be challenged. We will respond in a way that is sensitive to the feelings of the victim and help those responsible to understand and overcome their prejudices.
- We seek to enable adults with disabilities to take part in our setting where it is safe and reasonable to do so.
- We advertise our services widely
- We reflect the diversity of our society in our publicity and promotional materials
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria
- Applicants are welcome from all backgrounds and posts are open to all
- All job descriptions include a commitment to promoting equality and recognizing and respecting diversity as part of their specifications.

Training

- We ensure that all staff and volunteers seek out training opportunities that enable them to develop anti-discriminatory practices which enable all children to flourish.
- We ensure that all staff are confident and fully trained in administering medicines and performing invasive care procedures when these are required.
- We review our practice regularly to ensure we are fully implementing our Policy for Valuing Diversity.

Curriculum

The curriculum offered in the setting encourages children to develop attitudes about themselves as well as to people who are different from themselves. It encourages children to emphasis with others and to begin to develop the skills of critical thinking.
Our environment is as accessible as possible to all visitors and service users. If access to the setting is found to cause any difficulty steps will be taken to accommodate the needs of disabled children and adults. We do this by;

- Making children feel valued and good about themselves
- Ensuring that children have equality of access to learning
- Making adjustments to the environment and resources to accommodate all service users
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities
- Positively reflect the wide range of communities in the choice of resources
- Celebrate a wide range of festivals if it follows children's interests
- Differentiating the curriculum to meet children's special educational needs
- Helping children to understand that discriminatory behaviour and hurtful comments are unacceptable
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported In their leering and supported in the maintenance of their home language if requested by their parents