

Equality of Opportunity and SEND Policy

Bunnies is committed to providing equal opportunities and ensure our day-to-day practices are non-discriminatory.

We are sensitive to the needs of all visitors, children and their families ensuring we understand their individual needs considering religion, race, family structure and children with English as an additional language, Special Educational Needs and disability. The contribution of all staff is valued greatly and for example regular staff meetings are held, where ideas and issues are discussed and dealt with appropriately, along with individual supervision every 6 weeks.

We are committed to dealing with any anti-discriminatory behaviour or language that occurs within our setting. We feel that it is inappropriate for any child or adult to use or behave in any way that could cause offence to others. Any such incidences are therefore dealt with according to our behaviour and disciplinary policy.

Bunnies Pre-school offers equal opportunity within our admissions policy for children within the local community and beyond. Each child is valued and treated as an individual with an equal opportunity to learn and explore without discrimination, gender or stereotyping. **All staff have undertaken Prevent training and have read and understand the Prevent Duty (June 2015) document.**

We are committed to being aware of all our children's physical, social, emotional, intellectual and cultural needs. Resources and activities such as circle time are provided for children to give them a balanced view and encourage them to speak openly, building confidence. This helps children to develop their own self-respect and help them to understand and appreciate the needs and differences of other children within the nursery setting regardless of race, or SEND. All children regardless of gender learn equality and fairness through the multi-cultural activities provided, alongside British values and also Cultural capital. We ensure that children with EAL are included throughout the day by a variety of ways for example: gesture, EAL cards, a close working relationship with parents or guardians, books, visual aids. Some children with EAL may have ISP's, and we work with REMA to support these children and develop strategies that help their understanding, language development and holistic development.

We take great care and consideration in appointing staff for vacancies within the Pre-school. Each applicant is given an equal opportunity to apply for a vacancy and interviews and appointment of staff are made, appointing the most suitable applicant for the position according to their experience, qualification and job requirement. Staff are regularly sent on appropriate training opportunities to ensure that the pre-school as a whole continuously improves its knowledge and

understanding of equality and diversity and ensures its inclusion in our daily planning. Staff work as role models in line with the code of practice, and we offer appropriate change to meet the needs of individual children ensuring this information is shared with the child's parents/carers.

We have good disabled access and facilities all being on one level with wide doors and toilet facilities.

We work in accordance with all relevant legislation including the Equality Act 2010 and the Children Act 1999.

SEND (including gifted children)

"Children have a Special Educational Need and disability if they have a learning difficulty which calls for Special Educational provision to be made for them".

We strive to provide a broad and balanced curriculum for all children. The Early Years Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the Pre-school.

We work under the SEND Code of Practice 0-25yrs (sept 2014), which has a person centred approach. Our Local Offer is on both the county council website and our own website for continual access.

As a consequence of a child having Special Educational Needs and/or disability certain requirements can arise. Staff take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need 'additional' or 'different' help from that given to other children of the same age, and with such we comply with Part3 of the Children and Families Act 2014 and aim for early identification.

Children may have Special Educational Needs and disabilities either throughout or at any time during their development. This policy ensures that curriculum planning and assessment for children with Special Educational Needs and disabilities takes account of the type and extent of the difficulty experienced by the child.

We have designated members of staff for special needs, who has had training in this area. **As a result our named SENCO is Emma Mayo and Sara Letts. Lisa Taylor, and Vicky Martin also have conducted and completed some SEND training.**

The SENCO has an overview of the children in the setting who are on the Code of Practice and makes sure that their we are attending to their needs. This person then supports other staff.

The role of the SENCO is as follows:

- To support the children and staff with practical measures
- To monitor and review the practical intervention
- To co-ordinate the planning for individual needs (ISP)
- To support other members of staff with differentiation in planning and execution of activities, both to support and extend children's development.
- To liaise between the setting and other professionals involved in working with the child, for example Health Visitor, Speech Therapist, Paediatrician, Educational Psychologist or OT.
- To liaise with, and offer support to parents
- To attend regular training on special educational needs issues and to keep other staff members informed.

For children with Special Educational Needs and disabilities, staff use a graduated response system. We will assess and from there plan, do and review activities with local offer support at pre-school through a SEND Support Plan (ISP), moving through setting Support, to specialist support. The next step of support is referral to other professionals (Band 1) for specific support and help. From this stage other professionals will help and advice about the next steps, and the requirements for the child in relations to EHCP's. Parents and guardians consent will be acquired at all stages and they will be fully consulted throughout the process and use of the EHCP's.

*Education Health Care Plan (EHCP's) employ a small-steps approach, feature significantly in the provision that we make in the pre-school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

Bunnies holds the welfare of the child as being of the greatest importance within our practice, due to this we will share information with all necessary professionals and parents/guardians to aid that welfare and enhance the development of the child, under our MASIP agreement.