

Equal Opportunities Policy Including Special Educational Needs and Disability.

This policy has been written in consultation with the staff team and has been written following the legislation and guidance of:

- Children and Families Act 2014.
- Special Educational Needs and Disability Code of Practice 2015.
- Equality Act 2010.
- Disability Discrimination Act 1995.
- EYFS - Safeguarding and Welfare Requirements, 2023.
- Surrey Early Years Educational Effectiveness Team.
- Surrey Local Offer Graduated Response Document, 2022.

Bus Stop Pre-School has completed the 'Local Offer' document which can be viewed on the Bus Stop website: www.busstoppreschool.co.uk and in the setting's policy folder.

Bus Stop Pre-School aims to promote equality of opportunity for all children, parents/carers, staff, volunteers and students in the setting, including support for children with disabilities and or special educational needs. Bus Stop Pre-School understands that all children and parents/carers must be included, valued, supported and not discriminated against.

During our employment process and induction all staff members are asked to read and familiarise themselves with the settings Equal Opportunities Policy including SEND and are clearly explained the aims of Bus Stop Pre-School regarding including and supporting children and their families with or without special educational needs and disability. Please see Staff Hand Book.

During perspective parents/carers visits and during the inductions process to the setting the Equal Opportunities Policy including SEND is clearly explained to parents/carers and they are directed to view the Pre-Schools Local Offer online. Please Induction Checklist.

Bus Stop Pre-School promotes equal opportunities with regard to employment and training for staff, parents /carers and Admissions to the setting. Please see Admissions Policy.

Bus Stop Pre-School aims to include the needs of all children and values and promotes British Values, diversity and differences in the following ways:

- Circle Time Activities - Encourage the children to respect and listen to each other. Staff respect and listen to children's ideas and opinions,

- Key Person Approach - A Key Person builds a strong attachment with individual children and their families and ensures a child's experiences meet their individual needs. We aim to provide consistency and continuity of care for a child and their family,
- Parents/carers complete About Me forms and this is shared with their child's Key Person - This gives the practitioner an understanding of a child's culture, religion, SEND, routines, likes and dislikes,
- Activities are planned to be inclusive of age or ability and to take into account cultural diversity - Activity plans offer ideas of how to differentiate an activity to include every child.
- Staff members are informed of children's individual needs and care during staff meetings - This is to ensure continuity of care and to build the confidence of the practitioners to support individual children,
- The SENCO ensure appropriate support is given to children with an SSP/EHCP, for example small group work or working with a child on a one-to-one basis,
- Specialised equipment is used if needed - Pre-School is able to access Early Intervention Funding from the local authority,
- All parents/carers are informed of Early Years Pupil Premium (EYPP) during the induction process - Parents are given a letter explaining EYPP and how the Pre-School can claim funding to benefit all the children,
- Outings - Outings and routes are planned to ensure every child can be included and additional staff can be called upon for extra support,
- Praise and encouragement is given throughout the day - To promote confidence, self-esteem and independence,
- Resources show positive images of disability, ethnic diversity and changing family structure - This is to help raise awareness of children's understanding of difference/diversity in the community/society.
- For children and families whose first language is not English we provide sign/labels/books in their first language to provide full access to the curriculum and support in their learning.
- Celebrations - Activities are planned to support children's understanding of others cultures, religion and beliefs. We celebrate Diwali, Christmas and the Chinese New Year each year. An 'Around the World' theme is included within our long term planning.
- Makaton signs are displayed around the learning environment to support every child's speech and language development. In house Makaton workshops are delivered by the Management team during staff meetings.
- Language Tool, 2021 - All children have a Language Tool sheet included within their Learning Journey. This enables key persons to monitor children's individual speech and language development and identify signs of speech and language delay/difficulties.

- Nappy Changing /Intimate Care - Children are changed in the adults toilet and staff members ensure they are discreet and show respect for children's privacy.
- Communication with Parents/Carers - Parents/carers are given Parent Observation sheets to complete to inform their Key Person of their child's development/achievements at home. Parents/carers are given a copy and invited to add any comments to their child's Learning Journey. Parents/carers are all given a half termly newsletter which explains the terms activities, links to the EYFS, 2021 and how parents/carers can support their child's learning at home.

To ensure children with SEND and families are appropriately supported within the setting, Bus Stop Pre-School has an appointed Special Educational Needs Coordinator (SENCO). The settings named SENCO is

- SENCO - Hayley Lewis.
- Deputy SENCO - Kelly Haines

The settings SENCO attends regular local SENCO network meetings and appropriate training to ensure their knowledge is up to date. If the SENCO is unavailable the Deputy SENCO or Management team will attend.

Roles and Responsibility of SENCO

- To attend SENCO network meeting and updates staff members.
- To have good working knowledge and understanding of the Special Educational Needs and Disability Code of Practice 2015.
- To have a good knowledge of the children with SEND in the Pre-School and make sure their needs are being met.
- To complete the Record of Children with SSP/EHCP form termly and to keep it up to date. To have this form available for outside agencies to view.
- To communicate and work effectively with children's parents/carers, to gain knowledge of their child's SEN or disability, as we believe parents/carers knowledge is invaluable.
- To communicate effectively with the child's key person.
- To carry out regular reviews with parents/carers to ensure that the child's needs are being supported and that the parents are satisfied with the level of support being received by their child.
- To communicate and work effectively with outside agencies, professionals and other settings attended by the child.
- To work alongside the child's key person and whole staff team to ensure the needs of individual children are met.

- The SENCO and a child's key person/outside professional's work together to identify Surrey Support Plans (SSP) and Education, Health and Care plans (EHCP) for children.
- To carry out one-to-one support/small group work to support children's SSP/EHCP targets.
- To regularly review individual Surrey Support Plans and attend regular meetings to discuss with parents, key person, **other settings attended by a child** and outside professionals **the next steps/development for a child. Ensuring a two-way flow of information between all parties involved in supporting a child.**
- To contact the Surrey ONE STOP for advice on referrals/making referrals relating to SEND (please see sheet at the end of this policy).
- To contact REMA to support children and families with English as Additional Language (EAL).
- **To access the Surrey Local Offer and use the Graduated Response document to identify what level of support that is required when reviewing the support and level of intervention for a child.**

During the induction process all parents/carers are explained the role of the SENCO and the named SENCO. Parents/carers are informed of all the settings policies in the Induction Checklist and directed to view our settings website.

At Bus Stop Pre-School our settings SENCO is also a registered Early Years Emotional Support Assistant (ELSA). The role of the ELSA is to support children to understand, manage and to talk about their emotions. This may be through using stories, role-play, persona dolls, craft and games.

When approached by a parent/carers of a child with SEN or a physical disability Bus Stop Pre-School considers the child's additional needs and if the settings resources/environment are appropriate and any staffing implications. Bus Stop Pre-School will gain information from the parent/carers and where appropriate advice will be gained from the Surrey Early Years Educational Effectiveness team regarding further training or funding available for additional staff to work on a one-to-one basis. A decision will then be made depending on the level of need and if appropriate support can be given by Bus Stop Pre-School.

Bus Stop Pre-School has regard for the Disability Discrimination Act 1995 and the Equality Act 2010 and will endeavour to make reasonable adjustments to the premises making it accessible to all. Access currently available:

- The Pre-School building is a bungalow enabling access to all resources and equipment on one level.

- Wheel chair access is available from the car park to the bungalow and a footpath around the bungalow ensures access to the bungalows garden.
- A low level ramp can be made available to enable wheel chair users to enter the low step into the bungalow and removable partitions are placed in the toilet to provide extra space if required.
- All equipment and furniture is at low level to ensure good access. Children with SEN and or a disability will be included in all activities as appropriate.

Bus Stop Pre-School works with outside agencies to support children with SEND this is by

- Telephone conversations regarding progress,
- Letters and reports on progress,
- Emails sent confidentially by Egress.
- Professional invited in with parents/carers permission to observe a child in the setting.
- Review meetings with professionals, parents, SENCO and child's key person.

If a Bus Stop team member develops a concern for a child regarding SEND, staff will carry out observations over a short period to establish whether their concerns need further investigation. After consultation with the child's parent/carer if concerns are confirmed, parents are asked to complete and sign a Request for Support permission form enabling the SENCO to contact Surrey Early Years SEND Advisor and Surrey's ONE STOP to make a referral for the child. The parent/carer and staff can then begin collecting further observations/ information. Parents/carers signed permission will also be obtained to involve specialists for example Speech and Language therapist (SLT), Education Psychologist (EP) or Portage (SEES). All information is kept confidential. Please see Confidentiality Policy.

Bus Stop Pre-School ensures that parents/carers are fully involved throughout the process of identifying/supporting children with SEND and are encouraged to share their knowledge of their child, creating a two-way flow of conversation/information.

Bus Stop Pre-School follows the guidance of the SEND Code of practice, 2015 when supporting children and families with SEN: (section 5.39-5.43 in the COP, 2015)

- Assess - SENCO, practitioners and parents work together to gain an understanding of a child's needs and to establish if they are making expected progress within the EYFS, 2021.
- Plan - SENCO, practitioner and parents, other settings attended to involve outside agencies for support and guidance.

- Do - SENCO and practitioners to support child daily within the setting and carry out interventions suggested by outside agencies. Create SSP on guidance suggested by outside agencies.
- Review - SENCO, practitioner, parents and other settings attended, to review child's progress and communicate with outside agencies (if involved). A child's SSP to be updated half termly. **The Graduated Response to be reviewed to ensure the level of support/intervention is affective.** An Education, Health Care plan (EHCP) to be completed if a child is not progressing at the expected level following the EYFS, 2021.

Bus Stop team members use observations and information from children's individual Learning Journey's and 2 year old checks to support them and outside agencies in identifying children with SEND to establish if a child is making expected progress within the EYFS, 2021. All records are available for parents to see and add to.

If children with SEND move on from our setting a Transition form is completed by the child's Key Person and information such as an SSP and EHCP are shared. The settings SENCO/Key person will attend a Transition meeting with the child's parents/carers, new setting or School. Please see Transition Policy.

Bus Stop Pre-School supports children with medical conditions. Please see Administration of Medicines Policy.

It is Bus Stop Pre-Schools policy to treat each child as an individual and to respect their views and wishes. Bus Stop Pre-School provides opportunities for children to interact with each other through activities which encourage their understanding of age, race, religion, culture, disability and special educational need.

Early Help

Bus Stop Pre-School understands that under the Working Together to Safeguard Children, 2015, the What to do if you're worried a child is being abused 2015 and Effective Family Resilience guidance, 2019 it is the role of DSL or other lead practitioner to undertake an Early Help Assessment to support a child and their family to receive Early Help before a problem emerges and to help prevent further problems arising.

Useful Websites and Resources

Surrey South East SEND Advisor is: Linda Innes, contact Email: Linda.Innes@surreycc.gov.uk (correct for September 2022).

Surrey South East Early Years Advisor is: Sue Barrett, contact Email: sue.barrett@surreycc.gov.uk, Tel: 01372 833816 (correct for September 2022).

- www.education.gov.uk
- SEND - Guide for Parents and Carer;
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- Information and publications about the Disability Discrimination Act
www.direct.gov.uk
- The Children Act 1989 and 2004
- Race Relations Act 1976
- Disabled Persons Act 1986
- Disability Discrimination Act 1995
- Human Rights Act 1998
- The Children and Families Act 2014
- The Equality Act 2012
- The Special Educational Needs and Disability Code of Practice 2015
- Local Offer - www.surreycc.gov.uk
- How to send secure email - www.egress.com
- ONE STOP and CAMHS - refer through online portal
<https://childrensreferrals.sabp.nhs.uk>
- ONE STOP - Telephone the Children and Family Health Surrey on 0300 222 5755
- REMA - Race Equality Minority Achievement Service - to download a referral form visit <https://www.surreycc.gov.uk/schools-and-learning/teachers-and-education-staff/educational-advice-and-support-for-teachers/race-equality-and-minority-achievement-rema/support-for-english-as-an-additional-language-eal-learners>
- Physical Sensory Support Service (PSS) contact email: James.fitzgerald@surreycc.gov.uk (British Sign Language interpreter - supporting parents/carers who are Deaf).
- South East Early Years SEND team email - sectorse@surreycc.gov.uk
- ELSA - Psychology First website: <https://psychologyfirst.co.uk/our-services/early-years-elsa-training-supervision/>
- Surrey Graduated Response document - www.surreylocaloffer.org.uk/practitioners/resources/gr-early-years#panel-3

This policy was adopted in September 2006, to be reviewed annually.

This policy was reviewed in September 2023, to be reviewed in September 2024.

Signed by Owner _____ Manager _____