

EQUAL OPPORTUNITIES POLICY (including SEN)



The Pre-school Learning Alliance is committed to helping pre-schools provide equality of opportunity for all children and their families. As a member of the PLA, River Pre-school Playgroup believes that no child, individual or family should be excluded from the Pre-school's activities on the grounds of age, gender, sexuality, class, family status, disability, colour, ethnic origin, culture, religion or belief. We aim to ensure that all who wish to work in, or volunteer to help our pre-school have an equal chance to do so.

Admissions

The pre-school is open to every family in the community. The waiting list is not operated on a first come first served basis but on a fairer system. We use the following system for accepting children from the waiting list.

Where there is a vacancy, a child will be admitted to River Pre-school Playgroup as soon as they reach the age of 2years 6months.

To secure a place at the pre-school for their child, we ask that parents pay for two weeks fees in advance.

Due to our limited facilities, ratios and the layout of the hall, we prefer children to be toilet trained on admission. We prefer to accept children in pull ups and are keen to work, fully, with the family to support the child in becoming fully toilet trained. We are happy to discuss this with parents where there is a particular need, and would ask **all** parents for their support to come in to change their child when necessary.

Our admission arrangements are flexible and transition periods are agreed upon between staff and parents, to cater for individual children's needs.

Families joining the pre-school are made aware of its equal opportunities policy.

Employment

The pre-school will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed. No applicant will be rejected on the grounds of age, gender, sexuality, class, means, family status, disability, colour, ethnic origin, culture, religion or belief.

Families

The pre-school recognises that many different types of family successfully love and care for children.

The pre-school offers a flexible payment system for families with differing means.

The Curriculum

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

Resources

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society. Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

Special Needs

Our setting aims to have regard to the Special Educational Needs Code of Practice and to provide an inclusive environment where all children have access to and receive a broad and balanced curriculum with differentiated support.

- Children with special needs, like all other children, are admitted to the pre-school after consultation between parents and the pre-school Supervisor.
- If it is felt that a child's needs cannot be met in the pre-school without the support of a one-to-one helper funding will be sought.
- Where it is felt that our resources and building limitations do not allow for inclusion, we will seek funding to address this issue.
- Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis and identify any difficulties that a child might have, so that we can work with parents to address this.
- Our key person system ensures that each member of staff is responsible for a small group of children and can help plan activities and strategies and keep parents and carers in touch with progress.
- We liaise with outside agencies to meet children's specific needs, and welcome visitors from these agencies into the setting.

- Some children will be identified as needing Early Years Action where specific targets are drawn up to support the child. The targets are worked on either on a 1:1 basis or in small groups each time the child attends whenever possible. If we feel the child's needs are not being met we will request further support and advice through outside agencies, taking the child onto Early Years Action Plus.
- The Special Educational Needs Coordinator (SENCO) for River Pre-school Playgroup is **Denise Iverson** and she is available to discuss any queries or concerns staff or parents may have, keep parents and carers informed with progress, and help plan approaches and strategies for the children. She will contact outside agencies where necessary and act as a resource for all staff regarding Special Educational Needs. Our SENCO has support from the Manager who also has had: SENCO training, Autism Awareness training and has attended a Basic Portage Workshop.
- When the children move onto Primary School their completed developmental records are given to them so that they can be passed on to the school. The pre-school also invites reception teachers to visit the setting and takes the children to the local Primary School for visits.

This policy is reviewed and updated annually and displayed with our other policies on the Parents Notice board.

The pre-school recognises the wide range of special needs of children and families in the community, and will consider what part it can play in meeting these needs as they arise.

Planning for pre-school meetings and events will take into account the needs of people with special education needs and disabilities.

Discriminatory Behaviour / Remarks

These are unacceptable in the pre-school. Our response will aim to be sensitive to the feelings of the victim(s) and help those to understand and overcome their prejudices.

Language

Information, written and spoken, will be clearly communicated in as many languages as necessary.

Bilingual/multilingual children and adults are an asset and will be valued and their languages recognised and respected in pre-school.

Food

By working in partnership with parents, children's medical, cultural and dietary needs will be met.

Meetings

The pre-school will make every effort to ensure that the time, place and conduct of meetings will ensure that all families have an equal opportunity to be involved in the running of the pre-school.

Inclusion

The pre-school follows the guidelines, as laid down in the Equalities Act 2010 and the Disability Discrimination Act, to ensure that we are a fully inclusive employer and Early Years Provider.

This policy was adopted at a meeting of River Pre-school Playgroup, held on:

_____ (date)

Signed by the chairperson on behalf of the pre-school

Justin Simpson