



Equal Opportunities

- Equal Opportunities Policy
- Special Educational Needs Policy



Equal opportunities Policy

Pillarwood Farm Pre-school and Children's Woodland Adventures and all staff, 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
- Equality Act 2010

The Equal Opportunities policy of Pillarwood Farm Pre-school and Children's Woodland Adventures applies to all people, whether using or working within 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.

Pillarwood Farm Pre-school and Children's Woodland Adventures is open to all members of the community and everyone will be made welcome.

In order to promote equality and diversity we will:

- Ensure that all parents are made aware of our Equal Opportunities policy.
- Offer equality and choice for all.



- Advertise Pillarwood Farm Pre-school and Children's Woodland Adventures widely.
- Reflect the diversity of members of our society in our publicity and promotional material
- Ensure our Admissions policy promotes equality for all children and 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.
- Offer information regarding sources of financial support for families with differing means.

Liaise with parents/carers and other professional bodies, where necessary, in order to make a decision to Offer a free/subsidised child place (this usually only applies to children's centres) we aim to encourage children to develop positive attitudes about themselves and other people. We will do this by:

- Listening to children to 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 demonstrates 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 provide opportunities and support for children to develop and use their home language in their play and learning.



- The setting will provide information in languages which reflect the needs of the local community for families who speak English as an additional language. Our practices will ensure their full inclusion.
- Alongside support in the home language, staff will provide a range of meaningful contexts in which children have opportunities to develop English. (As they move into the Key Stage 1 curriculum, 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 adjustments 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.
 - Include information about how the SEN code of practice is put into practice in your setting.

The setting has a designated person for Inclusion, this person is David Hawes.



Pillarwood Farm Pre-school and Children's Woodland Adventures 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, students and volunteers 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, students, volunteers will have equal access to identified training to ensure professional development.

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.
- Pillarwood Farm Pre-school and Children's Woodland Adventures may use the exemption clauses of the Sex Discrimination Act 1986 where it is necessary in exceptional circumstances to enable the service to best meet the needs of the community.
- 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 Equal Opportunities policy.

Race Equality Statement:

- Pillarwood Farm Pre-school and Children's Woodland Adventures 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 involved 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 Pillarwood Farm Pre-School to ensure that we are fully implementing the policy for equality, diversity and inclusion.

This policy has been adopted by Pillarwood Farm Pre-school and Children's Woodland Adventures

Signed on behalf of the setting by:

..... *Manager/Owner*

Date: April 2018

Reviewed date: April 2019

Reviewed date: April 2020

Reviewed date: March 2021

Review due: March 2022



Inclusive Practise

We want all children, wherever they are educated, to have a good education that enables them to achieve to the full and provides a firm foundation for adult life. We want all pupils to have regular opportunities to learn, play and develop alongside each other, within their local community of schools, with shared responsibility and a partnership approach to their support. (*DfES 2004, Removing Barriers to Achievement*)

'Inclusion' as a term has been defined in many different ways but can perhaps best be seen as a drive towards maximum participation in pre-school settings, schools and society with minimal exclusion. There are a number of factors that affect inclusion or exclusion from particular groups in society including: age; achievement; challenging behaviour; disability; disaffection; emotional and behavioural difficulty; employment; gender; housing; language; mental health; physical impairment; poverty; ethnicity; religion; sexual orientation; social class or special educational needs.



Special Educational Needs Policy

Pillarwood Farm Pre-school and Children's Woodland Adventures is committed to making our setting inclusive and accessible to all children and to making sure that children are able to reach their full potential. All children have the right to the Early Years Foundation Stage and all staff have a duty to meet the needs of all the children attending the setting.

We have regard for the Special Educational Needs (SEN) Code of Practice (DfES 2001) on the early identification and assessment of children with special educational needs. We have adopted the Early Years Action and Early Years Action Plus model as outlined in the SEN Code of Practice.

Definition of children with Special Educational Needs (SEN):

"A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them"

A child has a learning difficulty if they:

Have a significantly greater difficulty in learning than the majority of children of the same age

Or

Have a disability, which prevents or hinders the child from making use of educational facilities of a kind generally

provided for children of the same age in schools within the area of the local educational authority

Or

Are under five and fall within either of the two definitions above or would do if special educational provision was not made for that child. (Education Act 1996)

We aim to foster an environment where all children are:

- Seen as children first
- Fully accepted and involved in all activities
- Encouraged and enabled to be as independent as possible. Respected when care is of a private nature.
- In order to meet the needs of all children, including those with SEN, we consider the following issues:
 - Access
 - Activities (planning and differentiating these)



- Staffing levels - making sure these are adequate to meet a child's need
- Training of staff
- Resources and equipment
- Challenging stereotypes and promoting positive attitudes amongst all children and staff
- Individual programmes, monitoring of progress and record keeping

Pillarwood Farm Pre-school and Children's Woodland Adventures will endeavour to ensure that all children are treated with equal concern and respect and encouraged to take part in the activities that are provided. We will assess the specific needs of every child and take the relevant steps to adapt our facilities and activities to meet the needs of everyone.

Where a member of staff has concerns about the development of a child in one or more areas, this will be discussed with the child's parents/carers in order to decide on the best way to meet the child's current needs. If appropriate, an individual programme may be set up for the child, which will be reviewed on a regular basis with parents.

Pillarwood Farm Pre-school and Children's Woodland Adventures will ensure that:

- The environment is suitable for disabled children and those with SEN;
- Staffing arrangements meet the needs of individual children;
- Our written policy is available to parents and is consistent with current legislation;
- Children with special educational needs and disabilities have equality of access to facilities, activities and opportunities;
- Regular liaison takes place with parents and other professionals about the need for special equipment/services for children.

The role of the Special Educational Needs Coordinator (SENCo)

We have a named Special Educational Needs Coordinator (SENCo). The SENCo is responsible for monitoring the needs and progress of children with SEN. The SENCo will ensure that liaison takes place with parents/carers and with appropriate professionals as well as ensuring that the setting is up to date with current legislation and practice.

Our named SENCo is David Hawes

The SENCo is responsible for:

- Ensuring that staff members are aware of the procedure if they have a concern about a child.



- Attending appropriate training and sharing this with the staff group;
- Coordinating the provision for children with SEN within the setting.

The following members of staff have had SEN training:

.....

Admissions arrangements:

- All children, including those with identified SEN are admitted to the setting following discussions with parents/carers.

The policy will also need to address the following questions:

Partnership with Parents - how do we

- Work with parents of children with SEN?
- Ensure access to Key Person/SENCo for regular discussions?
- Suggest strategies /activities for the child at home?
- Provide information on other support services (e.g. parent partnership)?
- Use information from parents' support groups?
- Work with outside agencies or professionals in supporting children with SEN?
- Ensure confidentiality?
- Make arrangements for transitions?

We do not contact other professionals about a child without parental consent unless there are concerns about child protection.

Signed on behalf of the setting by:

.....Manager/owner (delete as appropriate)

Date: April 2018

Reviewed Date: April 2019 Reviewed date: April 2020

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