

# Equality of Opportunity Policy

## Introduction

At Next Steps we aim to create a loving relaxed atmosphere where children can feel safe and secure. No child, individual or family should be excluded from the setting on the grounds of age, gender, sexuality, class, family status, means, disability, colour, ethnic origin, culture, religion or belief.

All Staff are committed to giving each child the learning opportunities they require to enable them to reach their full potential. Every effort and reasonable adjustments will be made to ensure that children can be included within the setting and the experiences offered regardless of ability.

We have regard for the SEN Code Of Practice (2001), this code of practice supports the implementation of the settings policy. We adapt a Early years graduated approach so as to be able to provide specific help to individual young children.

## How Individual Needs of all children will be met

Meeting the individual needs of all children lies at the heart of the EYFS (2008). All practitioners deliver personalised learning, development and care to help children get the best possible start in life. The focus is on removing or helping to counter underachievement and overcoming barriers for children, ensuring all children are listened to and respected.

## Quote Education Act 1996

Subject to subsection (7), a person has a “learning difficulty” for the purposes of subsection (5) if—

- (a) he has a significantly greater difficulty in learning than the majority of persons of his age, or
- (b) he has a disability which either prevents or hinders him from making use of facilities of a kind generally provided in pursuance of the duty under subsection (1) for persons of his age.

## Quote from SEN Code Of Practice 2002

“A Child has SEN if they have a learning difficulty which calls for special educational provision”

## EAL Statement

Children whose parents do not have English as a first language or do not have fluent English are likely to be particularly disadvantaged. Parents may be unable to voice their own concerns because of a lack of a means of communication. At Next Steps we ensure parents and relevant professionals are provided with access to signers or interpreters and translated information material, so that early concerns maybe shared about the child’s behaviour, health and development.

(7) A person is not to be taken as having a learning difficulty solely because the language (or form of the language) in which he is, or will be, taught is different from a language (or form of a language) which has at any time been spoken in his home (Education Act 1996)

## Admissions

The Disability Discrimination Act is a piece of legislation that promotes civil rights for disabled people and protects disabled people from discrimination.

The Disability Discrimination Act (DDA) 1995 aims to end the discrimination that many disabled people face. This Act has been significantly extended, including by

the Disability Discrimination Act 2005. It now gives disabled people rights in the areas of:

- employment
- education
- access to goods, facilities and services, including larger private clubs and land-based transport services
- buying or renting land or property, including making it easier for disabled people to rent property and for tenants to make disability-related adaptations
- functions of public bodies, for example issuing of licences

The Act requires public bodies to promote equality of opportunity for disabled people.

Next Steps Nursery aims are committed to the inclusion of children with additional needs. Our philosophy is that children with additional needs have a right to be educated and to develop to their full potential alongside other children. Everyone stands to gain if all children are allowed to share the same opportunities and are helped to overcome any disadvantages they may have to face

### **Disability – specialist provision**

At Next Steps we have the following specialist provision to support children with additional needs:

- Wide doors are fitted for easy access
- Entrance to nursery is ramped
- Play area is on one level
- Access to outdoor learning is also ramped
- Suitable bathroom, toilet and changing facilities
- We will assess each child's needs in terms of access and adapt our facilities appropriately.
- Some Staff have undertaken B.S.L Training.

### **Resources**

Space – We will positively see that all children will get their fair share of space, so they can move, play and take part in activities. We will intervene if any child monopolises the equipment.

Time – As practitioners we give each child time to talk and to be listened to. It is important to be aware that everyone needs time to converse verbally or non - verbally and time is giving to each child to enhance their self - esteem and confidence.

Toys, Experiences and resources – These will be available for all children and won't be sex defined i.e. trains for boys, dolls for girls. All experiences will be available for everyone to participate in, regardless of gender, sexuality, class, family status, means, disability, colour, ethnic origin, culture, religion or belief. Play materials within the setting will be non – violent. There will be no guns, swords, etc provided.

Books – We will examine books for prejudice and review our resources periodically, books used in the setting will display cultural and religious differences, positive images of disability and role models to children. We will actively choose books that will provide positive non – stereotypical roles and images of sexes, other cultures and ethnic groups.

Displays – Must reflect our policy in positively representing all races, cultures and disabilities.

Food – In the setting we will endeavour to use all opportunities to introduce children to a wide variety of food drawn from as many cultures as possible.

### **Co-ordination of SENDA**

Name of SENCO: Ruth Rimmer

Deputy SENCO: Hannah Rimmer

The SENCO will ensure all staff are aware of the SEN Code of Practice and the importance of Partnerships with Parents. Through observation we ensure that all children have their needs met and have full access to the full range of experiences within the setting. The SENCO will complete a request for involvement with the permission of the parents to SEYCQIS. Relevant information about the individual children will be collected, recorded and kept up to date. Allocation of resources in terms of equipment to ensure the child needs are met will be co-ordinated by the SENCO.

The co-ordinators will offer advice and liaise with other staff. They will co ordinate the provision for children liaise with parents and contribute to continuing professional development of other staff. They will liaise with external agencies i.e. educational psychologist and other supporting agencies, medical professionals, social care and violently bodies to fully integrate children with additional needs into Next Steps.

### **Procedures**

- **Early identification** – Under the EYFS all practitioners observe, assess and plan for children individually. Key carers are allocated to every child within the setting. Their role is to ensure their key children's needs are met and planned for individually to meet their full potential. These observations enable the practitioners to identify early concerns.
- **Monitoring and observation** – Enable practitioners to support individual children and provide records of their experiences, progress and further strategies to support the child. These observations will be shared with parents and used to support any request for involvement.
- **Setting short term targets** – Short term targets will be identified in partnership with parents and other agencies. These targets will be recorded in the form of Individual Development Plans (IDP). Achievable targets will be set and reviewed regularly.
- **Regular review of progress with parent and child, other professions** – IDP will be reviewed on a regular basis with the SENCO, Parent, Key carer and other professionals to ensure the child's needs are met.
- **Transition** – The SENCO will ensure a smooth transition to the next setting by working in partnership with the child and the parents in completing a transition passport and holding transition meetings with the other setting to ensure all relevant information is passed on in order to support the child.

### **Graduated Response**

A graduated response to identification of needs, which recognises “a continuum of Special Educational Needs and, where necessary, brings increasing specialist expertise to bare on the difficulties the child may experience”.

## Four stages of Action

1. Early Years Action
2. Early Years Action Plus
3. Early Years Action Intensive (Sefton)
4. Statement

### **Triggers for Early Years Action**

The triggers of intervention through Early Years Action could be the practitioners or parents concern about a child who despite receiving appropriate early education experiences:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness

### **Early Years Action Plus**

- Continues working at levels significantly below those expected for children of a similar age in certain areas
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting
- Has sensory or physical problems, continues to make little or no progress despite the provision of personal aids and equipment
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.
- Involvement of 2 or more agencies/professionals.

### **Early Years Action Intensive (Sefton)**

- Provision of additional staffing or resources

### **Partnership with Parents**

Parents are the prime source of information in many cases. The information collected can be maintained as part of the child's individual record that will also include previous observations on the child made as part of the regular assessment and recording systems with the early education setting. Setting should make sure that parents are as fully involved as possible with their child's education and should always be kept fully informed about how the setting seeking to meet their child's needs

### **Statutory Assessment**

Advice and guidance will be taken from area SENCO within Sefton EYCQIS.

### **Monitoring and evaluation of policy**

It is the role of the SENCO to ensure this policy is kept up to date following any training or new documentation. The SENCO will attend mandatory including 'Help I'm a SENCO' and Transition training every 2 years with the deputy attending consecutively.

### **Staff development and training**

- Help I'm a SENCO
- Transition
- SENCO awareness training for all practitioners

## **Links with support services**

- SAIS
- SL
- Health Visitors
- Paediatricians
- Occupational Therapist
- Physio Therapist

## **Complaints procedure**

See Next Steps Complaints Procedure.

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