

3- Equal Opportunities/Inclusion & SEND Policy

Aim: We are committed to equality and diversity throughout Woodentops. To include all children whatever their needs. All children have the right to achieve and develop to their full potential. Our aim is to ensure that our commitments are embedded into our everyday practise. Parents/Carers who feel that their child is developing at a different rate to their siblings/peers or have concerns can talk their child's key person initially, who may then involve the SENDCo. We use the SEND code of practice to assess children. The SENDCo is Sue Heald who is available to discuss any issues. Our Preschool Setting Practice is based on the Equality Act 2010. This means that we will provide an equal opportunity to everyone entering our setting, regardless of their gender, nationality/ethnic origin, ability, religious beliefs, status, sexuality, age, social or economic background and cultural capital. We identify children as soon as possible using the SEND Code of Practice 2014 to assess their needs. We also provide equity to each child by recognising each person has different circumstances and we provide opportunities and the resources needed to enable them to reach an equal outcome.

- We give all children in our care the opportunity to reach their full potential. This can mean we adapt an activity based on the child's ability and stage of development, providing additional resources if needed.
- We will seek support from outside agencies when required. Contacting Central Beds for advice and support
- If a child has a physical disability/mental wellbeing, we will try to reduce physical barriers to their participation where possible.
- All children in our care are given the opportunity to play with all the toys subject to health and safety with children under 3 years of age. No toys are just for girls or boys.
- We provide learning experiences based on each child's interests and strengths so supporting them in their future learning.
- We ensure our toys reflect positive images of children and people from different cultures and with different abilities.
- We have toys and resources that challenge stereotypical ideas on what careers are open to men and women.
- We will challenge any remarks that we feel are inappropriate.
- We encourage the children in our care to learn more about their own culture and to find out about the culture and religions of other children. We work with parents and carers to ensure we get the information right. We do this through sharing books, cooking and eating food from around the world, sharing home words, phrases and celebrating special festivals.
- We ask parents to share with us any festivals, special occasions or artefacts, which may enhance the children's learning and understanding.
- We encourage the children to develop a healthy respect of each other's differences and to value the diversity of everyone as an individual.
- We work with parents and families to ensure their individual needs and interests are met and that children can achieve their full potential.
- We ensure that all children feel valued and that they are a person first and not their special, different or additional need.

How do we identify an additional support need?

- A parent/carer/key person may raise concerns regarding the child.
- Children are assessed using Birth to 5 Matters and Mary Sheridan's 'From Birth to Five Years: Children's Development Progress' which is age related.
- Practitioner observations and their knowledge of child development gives us a holistic picture of the child's development so far.
- We use the Central Beds SEND Support Plan to map out what the child's needs are and how we intend to support them on their learning journey.

How do we keep the parents informed when on a SEND Plan?

- We work in partnership with parents and meet every half term to review the progress made.
- Together with the parents, the key person and SENDCO, the child's needs and progress are reviewed and updated.
- Other outside agencies or staff supporting the child may also be involved.
- If extra support is needed a referral may be made to the Early Years Support team at Central Beds.
- An Education Health and Care Plan (EHCP) will be prepared for transition to school if required.
- We share information of where to get additional support.

What other types of support do we offer?

- We have 'Lift off to Language' groups for 2 and 3/4-year-olds
- We use photos as a way of sharing information with the children.
- We have 1:1 or small groups to work on the proposed outcomes in each individual child's SEND Support Plan
- We adapt our settings routines and activities to ensure all children are able to access the activities and resources we have.
- We are aware of methods such as BSL or the Picture communication system and incorporate them into the setting.
- The Early Years Support team may visit offering advice and support.

Meeting children's physical needs

- Woodentops is based in a football club all on one level with a ramp at the entrance of the building.
- All members of staff are qualified Paediatric First Aiders.
- All staff members have had epipen training.
- We use the expertise of Occupational therapists and physiotherapists to ensure the children get the support they need.
- Risks assessments may be necessary dependant on the child's individual needs.
- We make sure we comply with the Equality Act 2010 ensuring we can care for individual children to the best of our abilities.

Outside agencies who can help us

- Health Visitors
- Central Beds Early Years Advisory Teachers
- Central Beds Early Years Support Team
- Child Development Centre- Kempston
- CHUMS
- Speech & Language Therapist drop in centres
- Occupational therapy/ Physiotherapists
- Hearing impaired team
- Visually impaired team
- Ivel Valley School Nurse team
- Sandy Children's Centre
- Sing and Sign once a week
- Steph and Bootcamp

Our Communication Co-ordinator is Karen Armstrong

Our SENDCo Sue Heald has attended SENCo days 1-3, Autism Awareness course, SEND co-ordinator professional study day and continues to update her SEND knowledge.

This policy was adopted on	25 th March 2019
Policy reviewed	14 th January 2023
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