Equality of Opportunity & Inclusion

Equality of Opportunity

Alburgh with Denton Preschool and Harleston Preschool Nursery are inclusive settings and aim to ensure that each individual child and their family, have equal rights to all the opportunities that we provide. Regardless of their religion, culture, class, age, race, family circumstances, disability, special needs or illness.

We give due regard to gender and promote gender recognition within our settings. All children are valued and are encouraged to value and respect each other, this we promote continually, through positive role modeling, discussions with children, through their play and clear behavioral management policies.

All our children are unique children and need to feel valued and free from discrimination, our preschools are carefully organised and monitored to ensure that all children have access to the full range of activities and resources available
To enable them to learn to value diversity in others and grow up making a positive contribution to society, any racist, ageist or sexist, remarks will be positively challenged.

Provision is made for adults and children with disabilities or learning difficulties, to access toilets, entrances, equipment, toys, activities and staff training. Help is available in some cases through funding from Children's Services or the Early Help and Childhood Service https://www.norfolk.gov.uk/article/40406/Best-Start-Family-Hubs . If required, equipment appropriate to individual children's needs can be obtained or purchased as necessary, more information about Norfolk County Councils SEND local offer can be found at https://www.norfolk.gov.uk/SEND .

Every effort is made to encourage family members and staff to work together to share information about their child's culture and home language in order that all the child's needs are fully understood and can be met.

Children and adults who are HIV positive, have Aids or other infectious diseases will be fully included within our group. Normal hygiene rules are observed, for example surgical gloves are worn by all staff whilst dealing with bodily fluids, this applies to all children whether they are known to be HIV positive or not.

Annual monitoring of our setting through our Self Evaluation process ensures that we review, monitor and evaluate the effectiveness of our inclusive practices regularly.

Staff have access through training to develop their skills and interests in any areas of Special Educational Needs and Disabilities (SEND), to support families and their children attending our setting. This helps to strengthen our knowledge and understanding of the difficulties being experienced, giving us a deeper insight into

the problems that disable the child, it enables us to put strategies in place to enable the child to be supported as it develops in all areas of learning, to become a confident and competent member of our setting

Alburgh's Equality Coordinator is Emily Hultoana and Michaela Hollis.
Harleston's Equality Coordinator is Jayne Rayner and Lucie Lucas

Promoting British Values

Our settings have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
To enable children to become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. By promoting these values from an early age, we can help to ensure our children leave school fully prepared for life in modern Britain.

We promote British values in our setting by;

- Role modelling best practice, listening to children and encouraging all children to have a voice.
- Supporting children to discuss and debate on issues which are relevant to them.
- Encouraging children to listen to the views of others and positively challenge views and ideas.
- Providing children with opportunities to make decisions and reflect on practice.
- Encouraging respect and tolerance for those of different faiths and beliefs and differences.

Inclusion

Our Preschools are available to all children regardless of their Disabilities or Special Educational Needs. We work together with Children's services, OFSTED and other professional services to ensure that your child will benefit fully and become an active member of our preschool.

'all children are entitled to an education that enables them to'
Achieve the best possible educational and other outcomes, and
Become confident young children with a growing ability to communicate their own views, and ready to make the transition into compulsory education'
DFE, code of practice, July 14

We are aware that some children who attend our preschool have particular needs in which additional support is necessary. By following the guidelines laid down in the Special Educational Needs and Disability code of practice document, we will ensure that appropriate action is taken.

Our aim is to promote the welfare and development of all the children that attend our settings.
We will seek to develop a good knowledge and understanding of each child's individual needs, working closely as a team with parents and other relevant agencies to ensure that all children take part at a level appropriate to their needs. Arrangements are in place to identify and support children with SEN or disabilities, and to promote equality of opportunity for the children in our care.

We follow the requirements of the EYFS (Sept 2026) and provide an inclusive environment for all children and their families. We comply with the requirements of the Equalities Act 2010 and the Special Educational Needs code of practice - 2015. We monitor and review the progress and development of all our children, using our own bespoke monitoring tools. However, where a child appears to be behind expected levels of development or where a child's progress gives cause for concern, we adopt a graduated approach with 4 stages of action: Assess, Plan, Do & Review. We work in partnerships with parents and provide information on how we are supporting their child's development, we will seek consent to request support from outside agencies where necessary.

We have a responsibility to identify groups of disadvantaged children who attend the setting and will apply for additional funding; such as EYPP, DAF, SEND Inclusion Fund and any locally available funding streams, with a view to submitting a claim/application if families meet certain criteria. We will then use this funding to ensure support is in place to improve children's outcomes, we aim to identify all children that may attract any additional funding.
Monies gained through the EYPP funding and additional money made available via the 2-year funding scheme, is used to employ an additional staff member; this enables us to provide additional activities, which support the learning and development, of children identified by the monitoring tool as 'at risk of delay' in areas of the EYFS.

All staff are committed to achieving the standards set out in the DFE code of practice, through training and gathering and sharing of information with; parents/ carers and children. Staff work as a team to identify and respond to the special educational needs of all our children, working alongside outside agencies to improve outcomes.

We have a trained Special Educational Needs Co-Ordinator's (SENCO) who work together with other Health Care Professionals, to support the children and their parents and ensure appropriate action is taken when necessary.

The **SENCO** for Alburgh and Denton Preschool is Nikki Sampson supported by Jayne Rayner.
The **SENCO** for Harleston Preschool Nursery is Karen Reeve supported by Jayne Rayner.

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0-5 years, the safeguarding, welfare and learning & development requirements highlighted within the document are fully embedded into our daily routines. Procedures are in place to identify and respond to the learning and development needs of all our children from the onset, which supports early identification and a coordinated response to SEND (Special Educational Needs and Disabilities).

Procedures in place are;

- Key worker/ key person roles
- Working in partnership with parents
- Regular staff meetings to discuss and reflect on children attending the setting
- Play plans, IEP's, health care plans
- First observations and general observations of the child within the setting
- Parent/carer consultations
- 2-year checks and formative assessments
- Setting monitoring of children's development
- Learning stories recording individual children's progress
- Training

We recognise that early action to address identified needs is critical, to ensure future progress and the improved outcomes for children that are essential in helping our children prepare for adult life. Working in partnership with parents will ensure that we establish the support your child needs.

Our graduated response to supporting your child with Special Educational Needs and/or Disabilities; will include assessment, effective planning and implementation of activities to support learning and development, reviewing of progress. And may include involving specialists, offering/implementing the family support process and requesting an Education, Health and Care needs assessment (EHCP).

Norfolk Continuum of Need Guidance

Is Child Centred Framework for supporting us as Early Years professionals to make decisions ensuring that our children & young people can receive the right services at the right time and for the right duration. More information about this can be found by clicking on this link https://norfolklscp.org.uk/people-working-with-children/norfolk-continuum-of-needs-guidance

The settings will work with the local authority via 'SEN Local Offer' to ensure information is available locally to parents to ensure they are able to make choices about the right childcare provision for their child with SEN.
To find out more about our SEND Local please visit our websites;
https://alburghwithdentonpreschoolnursery.co.uk

https://harlestonpreschoolnursery.co.uk