



Tillingham Pre-school

Safeguarding and Welfare Requirement: Special educational needs

Providers must have arrangements in place to support children with SEN or disabilities.

9.1 Valuing diversity and promoting inclusion and equality

Policy statement

We are committed to ensuring that our service is fully inclusive in meeting the needs of all children.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin, or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment and life outcomes.

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our setting. We aim to:

- promote equality and value diversity within our service and foster good relations with the local community;
- actively include all families and value the positive contribution they make to our service;
- promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms;
- provide a secure and accessible environment in which every child feels safe and equally included;
- improve our knowledge and understanding of issues relating to anti-discriminatory practice,
- challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:
 - age;
 - gender;
 - gender reassignment;
 - marital status;

- pregnancy and maternity;
 - race;
 - disability;
 - sexual orientation; and
 - religion or belief.
- where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning and development

Procedures

Admissions

Our setting is open and accessible to all members of the community.

- We base our Admissions Policy on a fair system.
- We do not discriminate against a child or their family in our service provision, including preventing their entry to our] setting based on a protected characteristic as defined by the Equality Act (2010).
- We advertise our service widely.
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (where ever possible).
- We reflect the diversity of our community and wider society in our publicity and promotional materials.
- We provide information on our offer of provision for children with special educational needs and disabilities.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Inclusion and Equality Policy.
- We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by the setting.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.

- We take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, committee, volunteers or parents whether by:
 - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service;
 - indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
 - discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity;
 - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
 - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation.
- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
- Displaying of openly discriminatory xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

Employment

- We advertise posts and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and suitability checks. This ensures fairness in the selection process.
- All our job descriptions include a commitment to promoting equality, and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for our staff, committee and volunteers to enable them to develop anti-discriminatory and inclusive practices.
- We ensure that our staff are confident and fully trained in administering relevant medicines and performing invasive care procedures on children when these are required.
- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

Curriculum

The curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence and self esteem, empathy, critical thinking and reflection.

We ensure that our practice is fully inclusive by:

- creating an environment of mutual respect and tolerance;
- modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- positively reflecting the widest possible range of communities within resources;
- avoiding use of stereotypes or derogatory images within our books or any other visual materials;
- celebrating locally observed festivals and holy days;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- ensuring that disabled children with and without special educational needs are fully supported;
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages

We will ensure that our environment is as accessible as possible for all visitors and service users. We do this by:

- undertaking an access audit to establish if the setting is accessible to all disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.
- fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to encourage their full inclusion.
- We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented groups to use the setting.

Food

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met where ever possible.

- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and where resources allow in translation – to ensure that all mothers and fathers have information about, and access to, the meetings.

Monitoring and reviewing

- So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet our overall aims to promote equality, inclusion and to value diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

Public Sector Equality Duty

- We have regard to the Duty to eliminate discrimination, promote equality of opportunity, foster good relations between people who share a protected characteristic and those who do not.

Legal framework

The Equality Act (2010)

Children Act (1989) & (2004)

Children and Families Act (2014)

Special Educational Needs and Disabilities Code of Practice (2014)

Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (2015)
- SEND Code of Practice 2014 for the Early Years (2014)
- Where's Dad? (2009)

This policy was adopted by	_____	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatories	_____	
Role of signatories (e.g. Chair, Supervisor)	_____	

Tillingham Pre-school

Safeguarding and Welfare Requirement: Equal Opportunities

Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

9.2 Supporting children with special educational needs

Policy statement

We provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEN¹.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is:

Karen Tuckey

¹ This includes disabled children with special educational needs

- The SENCO works closely with all colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEN support to ensure early identification of children with SEN.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes
- We, where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources, where possible, (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of our special education provision via our website and or promotional materials.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (2015)
- SEND Code of Practice for the Early Years (2014)

This policy was adopted by	_____	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatories	_____	
Role of signatories (e.g. Chair, Supervisor)	_____	

Tillingham Pre-school

9.2 b Our Local Offer for Children with Special Educational Needs

1. How does the setting know my child needs extra help and what should I do if I think my child may have special Educational Needs?

At Tillingham Pre-school each child has a designated key person. Their role is to develop trusting sensitive relationships with parents/carers and children to enable respectful sharing of information. If you have any concerns about your child's development you can ask for a time when you can discuss this in private with them or the SENCo Karen Tuckey.

Reports from health care professionals such as health visitors, speech and language therapists, will identify your child's individual needs. We welcome parents/carers and professionals sharing these reports in order to plan appropriately to meet these needs.

Ongoing observational assessments are made of all the children and are linked to the EYFS Development Matters ages and stages of development. This in some cases identifies individual needs.

These observations will be discussed with the SENCo, Karen Tuckey. If your child's key person has identified a possible individual need, they will discuss this with you in private and plan together to support your child's learning and development.

Our SENCo will offer support and advice to your child's key person and other staff in our setting. They will also liaise with other professionals to seek advice and support in identifying individual needs if necessary. Support and advice can be sought from our Area SENCo Elaine Page and any other professionals with your permission.

2. How will you support my child?

On starting at Tillingham Pre-school we offer a settling in process as per our Settling in Policy and procedures and is highly successful for all concerned. Parents and children can find this transition very scary and to relieve anxiety we want you to get to know us first. You and your child will relax once you have got to know us and the settings routines and boundaries. This time also helps us to build a picture and gain information about our child. We will ask you to complete a Personal Profile "All about me" and "All about my child" which will be put in their Learning Journey also a "What can I do" list, this will help us to share information about your child's strengths and needs. Children are at the heart of all we do and we will work with you to support your child together, listening to you as well as your child.

Our SENCo will explain how children's individual needs can be met by planning support using a SEN Support Plan and the advice from the Area SENCo and a One Plan will be produced together. She will also explain who may be involved in their roles. Our Area SENCo visits at least once a term and can give generic advice on specific issues and observe and advise on modifying our practice in certain situations.

Observations, assessments and evaluations all contribute towards SEN Support Plan's and your child's key person would oversee the outcomes on the plan. These are always available for you to view and comment on. They are locked away securely after a session.

Your child's key person will be in for most of the sessions your child attends, fostering a relationship with and understanding your child, a SENCo will also be present.

Together they will identify individual needs and plan next steps, accessing additional support from other professionals where necessary. Your child's learning style, interests and stages of development will be used as support for their development.

The Supervisor will maintain an overview of experiences and progress and the SENCo will work with all staff to ensure we are providing the relevant and appropriate support.

We will work in partnership with you, reviewing SEN Support Plan targets and planning new ones together and giving you ideas to use at home to support your child.

3. How will the Learning and Development provision be matched to my child's needs?

We will get to know your child before they start by meeting them and you at an induction session. If needed we will meet with you and other professionals that are involved before your child starts pre-school. We offer a flexible settling in routine that enables you to stay with your child until we are all comfortable that they are happy. Ongoing observational assessments, a "What I can do" form and a "First Week Tracker" will be used as a starting point within the first weeks of starting linked to the EYFS ages and stages of development. Targets will then be set on a SEN Support Plan if necessary to support the learning and development of your child. In addition to the plan your child will have a Learning Journey which will contain written observations, photographs and samples of your child's work to support staff in assessing and planning to help your child's progress to their next steps. This enables planning for individual needs and learning goals.

Your child's key person and our SENCo will work together to make sure that the environment, routines and activities support your child's needs and they will communicate with the rest of the staff to provide consistency and understanding within our team.

We will ask for copies of assessments from other professionals before your child starts and advice from the Area SENCo will be sought with your permission if necessary.

The Supervisor will monitor and analyse the progress of all children in the setting by using half term tracker sheets to address any areas of development. This information will be used to focus on specific areas and adapt areas that are not meeting the children's needs.

4. How will we both know how your child is doing and how will we help you to support your child's learning?

Assessments systems are in place such as the 2 year progress review, ongoing observational assessments and EYFS Tracker Systems sheets which are linked to the EYFS ages and stages of development and form a basis for your child's next steps for the next term.

Our open door policy means that you are always welcome to tell us how your child is doing on a daily basis and provide ongoing two way communication between us. We use home school log books that allow us to give you a small update on how and what your child is doing during the session. It can also be used for you to write any concerns or ask any questions you may have and are not able to stop for a chat at dropping off or picking up time. Home school log books can also be used to share news from home that can often help a shyer child start to chat about what they have done outside of preschool.

We have half term tracker sheets that are placed in your child's Learning Journey and these are used to form a group development tracker which is assessed by the Supervisor and the Deputy Supervisor to help identify any areas that are not meeting the children's needs.

We have parents evening every July where you can meet with your child's Key Person, look at your child's Learning Journeys and Development Trackers together and discuss your child's development. We have social events throughout the year that help to build relationships with practitioners in the setting and other parents. Newsletters are on our website and given to every child in their book bags each half term, a copy is also displayed on our notice board in the main hall and given to new parents upon induction. Notices are put on the blackboard at the front door with what is happening at pre-school or important information to remember.

5. What Support will there be for my child's physical and emotional wellbeing?

Our practitioners are welcoming and friending, providing an inclusive, sensitive and positive approach for your child to feel welcome into our pre-school. They provide good role models for positive behaviour and are consistent in the day to day care of all our children. We are flexible in our routines to provide a positive environment for your child's needs and provide personal care, such as changing nappies and following your toilet training routines.

Personal health care plans can be adopted if necessary and staff will be trained in giving the appropriate medication for your child if required. Should your child require regular prescribed medication then you will be required to complete and sign a Medication Permission Form.

Activities will be adapted to ensure your child is able to interact fully with their environment and visual strategies such as “First” and “Then” or a “Visual Timetable” can be used to help them to understand our routines. Our book corner or cosy area are welcoming and provide quiet areas to retreat to if your child is tired or needs some quiet time. Your child’s key person will always be present at these times.

6. What specialist services and expertise are available at preschool?

All staff have accessed child development training, and have experience working with the Early Years age group.

All staff have accessed specific training on SEND Code of practice, Paediatric First Aid, Safeguarding and lots of other courses, please ask to see our training list. We attend regular training and have worked with children on the Autistic Spectrum and children with speech and language difficulties.

We have good links with our local Children’s Centre and we can sign post you to support which is available through there, for example Parent support officers, Inclusion Officers, and Social Care, there are also lots of different sessions that they run. We will work alongside the specialist services involved with your child and they are welcome to visit the pre-school. Working closely with you and your child will enable us to build stronger relationships and understand your support needs better. Parental agreement will always be obtained before any professionals become involved with any individual child.

7. How will you help me to support my child’s learning?

Copies of the “Development Matters” and “What to Expect When” are given to parents/carers as part of their induction into pre-school. Parents are provided with an information sheet ‘Parents’ Guide to the Early Years Foundation Stage Framework explaining the EYFS at induction of their child to our pre-school. The Development Matters and What to Expect When are also available to download on our website.

Our pre-school offers one or more introductory sessions for you and your child prior to your child’s start date. This is an opportunity to discuss any requirements and to identify any specific needs your child may have. These sessions give us a chance to get to know you and your family and provides the opportunity for you to share with us details of your child’s needs and the involvement of other agencies and to agree with you a consistent approach to ensure the continuity of care for your child. We will discuss with you on a daily basis at drop off and collections times how your child is doing on that particular day which enables you to let us know about any new information we may need to have. We also update a Home School Log book which is a two way form of communication between the pre-school and yourself.

8. How will I be involved in discussions about and planning for my child’s education?

We encourage you to be involved from the first visits to pre-school to register your child at our setting. Your child’s strengths, needs, likes and dislikes are discussed at this time to help us make the settling in process go smoothly. You are involved in identifying needs, information sharing, identifying targets and next steps to focus on at home and in our setting and reviewing progress toward these targets.

Your permission will always be sought before involving outside agencies.

9. How will my child be included in activities and experiences outside and away from the setting?

All visits or trips are planned in order to include all of our children. We will endeavour to include parents/carers in the planning of the visit off site to identify the needs of your child. Our trips usually involve parent/carer participation. We would carry out a risk assessment linked to the visit and the needs of all of the children prior to our trip. We would also take along any aides or medication your child may need.

10. How accessible is the pre-school environment (indoors and outdoors)?

We are housed in a large village hall which has a kitchen at the back and an enclosed garden area. The main entrance and the side entrance both have a slight slope and are accessible for wheelchairs. We have a large disabled toilet in the lobby area with nappy changing facilities, along with two additional toilets.

We have large facilities and environment which can be adapted to allow easy access and movability. The outside garden area is accessed by a ramp.

If you are a parent/carer who does not have English as your first language, we can involve another family member or you can nominate a representative who speaks English.

Signs and posters around the setting are used with pictures helping children identify equipment and play areas.

We provide multi-sensory activities as part of our planning. Although we have limited funds we shall endeavour to seek our suitable equipment or adapt equipment and facilities to support children with special educational needs.

Our policies are regularly updated and are available in a file on our daily notice board. They are all available to view and download on our website.

Additional funding may sometimes be obtained by the setting to help us meet your child's needs. Daily Risk Assessments are carried out to ensure our environment is safe and secure.

11. How will the pre-school prepare and support my child to join the pre-school/transfer to a new setting/school?

Tillingham pre-school offers one or more introductory sessions for you and your child prior to your child's first start date. There will be an opportunity to discuss any requirements. These sessions give us the chance to get to know you and your family and provides the opportunity for you to share with us details of your child's needs and the involvement of any other agencies. Also to agree a consistent approach to ensure the continuity of care for your child. We have a well prepared and tested "Settling In" and "Transition" programme. We offer a flexible settling in period should your child have any difficulties settling in. This has been used for several years and not only builds a firm relationship with all concerned, it prevents separation anxiety.

We offer one free settling in session where you are welcome to stay for part or all of the session and offer a flexible settling in period if your child is having difficulties settling in. We would never ask you to leave if you or your child didn't want you to, only if we thought it would have a positive outcome.

If your child should attend another setting whilst with us or leave to go to another setting we would invite your child's new key person and SENCo to attend sessions with your child to help them become familiar with them and to discuss your child's strengths and needs.

We have a fabulous relationship with our main feeder school and our transition programme has proved very successful. From the age of 3 children in our pre-school get the opportunity to go over to the primary school twice a week for lunch. This is held in the main hall area with the primary school children and teachers and the children are accompanied by two members of pre-school staff. Should your child require additional support at meal times their key person may be able to attend with them.

We have a very close relationship with the primary school and attend sports day, Christmas plays, country dancing and the reception class always attend our events.

Our transition programme starts the term before the children are due to leave pre-school. The school invite them to spend one hour twice a week during this term in the reception class. They get the chance to take part in outdoor play, story time, arts and crafts etc. in the class they will be joining and with their new teachers. If your child has additional transition needs additional visits can be made by your child accompanied by their key person. We can also provide a flip picture book which includes all areas of the school, the grounds and a picture of everyone your child may meet within the school. This picture book will be your child's to use and to take home to share with you.

We have afternoon school readiness sessions at our pre-school for children aged 3 and above. We have worked closely with the school to ensure we are covering all areas that are of help to their first year at primary school. In this session we learn to form letters and hopefully write our name, identify numbers, learn shapes and colours, learn to put coats and shoes on and take them off, also doing them up, use the toilet unaided, blow noses, wash hands properly and we also have a P.E. lesson where the children bring in a P.E. kit and get changed into it for a P.E. lesson. We see this as a very important part of school readiness as lots of parents worry how their child will cope at P.E. time with getting dressed and undressed. We also borrow the school's first books without words and issue each child a scrapbook. The child and the parent can then look at the book together and the parent can write the story that the child dictates to them. The school are very supportive towards additional transition if it is needed.

At the end of the term each key person writes a Transition Report about their child reporting on their development during and at the end of their pre-school journey. A final development tracker is completed and a Transition Passport is completed by the child and their parent. The Supervisor then has a meeting with the primary school reception teacher where they discuss each child's development, strengths and needs.

12. How is the decision made about what type and how much support my child will receive?

Through the observation process linked to the EYFS ages and stages of development and in discussion with you, the key person and the SENCo we will identify what support is required. Extra support will be put in place if necessary with the aim of enabling your child to become independent within their environment. Ongoing partnerships with both you, other professionals and ourselves will support the decision making process.

Together with our SENCo we will support the decision making process to planned targets on the SEN Support Plan. The plan will be written after consulting with you and will include how you can support your child at home. Through regular observations we can track your child's progress.

Our SENCo will give advice on meeting your child's needs within the pre-school in consultation with you and other professionals where necessary with your permission.

Reports from health care professionals and other professionals who are working with your child will be used to plan support within the setting. Staff meetings within the setting will ensure all staff working with your child knows your child's strengths and needs and how to support them.

13. How are parents involved in pre-school? How can I be involved?

We value parents/carers involved with the pre-school. We have an open door policy so Parents/carers are welcome to come into the setting to see their child in the play environment at any time. You can also volunteer to help in session if you wish to. You will be involved in identifying needs, information sharing, identifying targets and next steps to focus on at home and in the setting and reviewing your child's progress towards these targets. Your permission will be sought before involving any outside agencies if needed.

You are welcome to join our committee and become involved with fundraising for the pre-school. We have formal and informal meetings and the children can be involved in these meetings. Parents/carers are able to email the Supervisor directly outside of the pre-school opening times on tillinghampreschool@gmail.com if they need to ask any questions, need any information or are unable to come into pre-school to speak to anyone, or they can speak to Karen (Supervisor) directly outside of hours on 01621 778403. Parents/carers are welcome before or after pre-school sessions and their key person, SENCo or Supervisor are always available.

14. Who can I contact for further information?

The pre-school Supervisor/Deputy Supervisor, SENCo or your child's key person are available in sessions if you would like to discuss your child's needs. We are able to offer advice about other professionals who will be able to support your child such as Area SENCo, Health Visitors, Speech and Language Therapists and Local Children's Centre. If your child's need have been referred to a specific team we will support you in accessing support from them.

If at any time you are unhappy with an aspect of our provision or practice we would ask that you come to us to discuss the matter to see if it can be resolved. If you are still unhappy, our Complaints Procedure can be found in our procedure file and also you would have been issued a copy of it on your child's induction. Ofsted's contact details are displayed in the glass cupboard in the Village Hall and on our notice board.

9.3 British values

Policy statement

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning and development

Procedures

British Values

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

- *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development)
 - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
 - Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- *Rule of law*, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
 - Practitioners ensure that children understand their own and others' behaviour and its consequence.
 - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- *Individual liberty*, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
 - Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.
- *Mutual respect and tolerance*, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
 - Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
 - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.

- Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children’s experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.
- ***In our setting it is not acceptable to:***
 - actively promote intolerance of other faiths, cultures and races
 - fail to challenge gender stereotypes and routinely segregate girls and boys
 - isolate children from their wider community
 - fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Prevent Strategy

Under the Counter-Terrorism and Security Act 2015 [we/I] also have a duty “to have due regard to the need to prevent people from being drawn into terrorism”

Legal framework

Counter-Terrorism and Security Act 2015

Further guidance

Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)

Fundamental British Values in the Early Years (Foundation Years 2015)

Prevent Duty Guidance: for England and Wales (HMG 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (2015)

This policy was adopted by	<i>(name of provider)</i>
On	<i>(date)</i>
Date to be reviewed	<i>(date)</i>
Signed on behalf of the provider	
Name of signatories	
Role of signatories (e.g. Chair, Supervisor)	