



Equality, inclusion, and equal opportunities including additional/learning needs policy and procedure.

To be read in conjunction with:

- **Statement of purpose.**
- **Sample contract and registration form**
- **Confidentiality**
- **GDPR Data protection and information sharing**
- **Admissions, arrivals and collections, settling in, and when a child is lost or missing.**
- **Parental involvement.**
- **Medication and asthma.**

It is the policy of Berriew Pre-school as members of Wales PPA, to be fully committed to the active promotion of equality of opportunity for all children and adults involved in our provision, and follow All Wales code of practice.

We do this by:

- Taking account of the Equality Act 2010
(<http://wales.gov.uk/topics/equality/equalityactatwork/equalityact10/?lang=en>)
- Children Act 2006

[www.legislation.gov.uk>ukpga>2006](http://www.legislation.gov.uk/ukpga/2006)

- Operating an inclusive admissions policy and procedure.
- We recognise and respect individuality and potential of all children and adults who may work, use or visit Berriew Pre-school
- Providing activities that give children and adults the opportunity to understand they are part of a multiracial society and to respect cultures, lifestyles, languages and religions other than their own.
- Ensuring that Berriew Pre-school reflects and meets the needs of the local community and incorporates equal opportunities into all areas of our work.
- We challenge discrimination where it may be perceived in the way Berriew Pre-school operates - this includes staff recruitment, employment and training, and how resources, facilities and activities are arranged and available for use by children and their parents/carers.
- Offering children activities that give them the opportunity to explore, value and acknowledge similarities and differences between themselves and others, and learning about the impact of discriminatory remarks and behaviour.
- Respecting all children's privacy when intimate care is being provided in the setting and on outings, e.g. toileting, changing, feeding and administering medicines.
- Operating an effective participation policy that ensures children's views are listened to, acted on and feedback given to children.
- Advertising Berriew Pre-school service and vacancies for staff and children's places in ways that reflect the needs (including language needs) of the community, by placing information



with the local authority Family Information Service, doctors' surgeries, health visitors, local post offices, libraries, shops and social media.

- Obtaining and providing resources such as books, posters and activities that positively and accurately reflect the diversity of society.

Additional/special needs:

Berriew Pre-school has regard for the Special Educational Needs Code of Practice for Wales (2002) (<http://wales.gov.uk>) and the Equality Act 2010 on the Identification, Assessment and Education of Children with Special Educational Needs. For providers registered with Estyn to deliver Early Years Education this is a statutory requirement and for other providers it is best practice.

These Regulations supplement section 60 of the **Additional Learning Needs and Education Tribunal (Wales) Act 2018** which requires governing bodies of maintained schools (except special schools) and further education institutions in Wales to designate a person (or persons) as the additional learning needs co-ordinator ("ALNCo") to be responsible for co-ordinating additional learning provision ("ALP") for pupils or students with additional learning needs ("ALN").

We do this by:

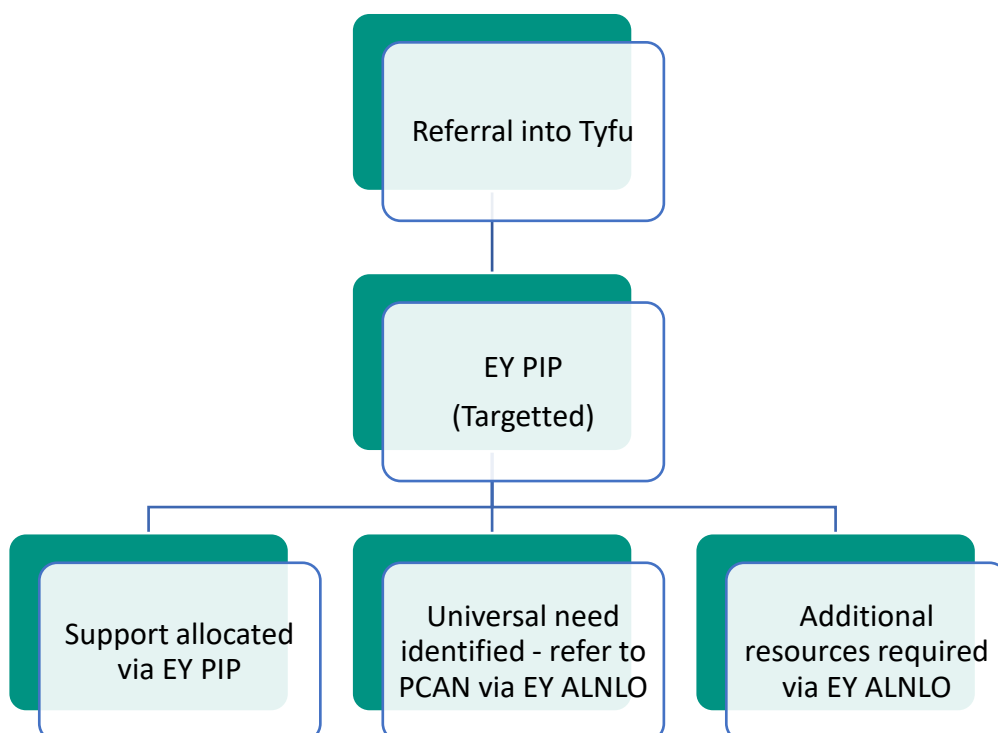
- Welcoming and providing support as needed to staff, students and volunteers, parents/carers and visitors who have additional/special needs.
- Welcoming children with additional/special needs who may start at the setting (in line with our admissions policy) after full consultation with parents/carers, staff, referral scheme co-ordinators and any other relevant agency workers involved.
- Informing parents/carers of relevant health and safety procedures prior to admission of a child, and by undertaking risk assessments as needed to ensure the best interests of the child are met.
- Giving consideration to disabilities and individual needs when arranging meetings, outings and events, and recording and taking action on any recommendations and decisions made.
- Operating an effective medication policy.
- Having a suitable physical environment- Inclusive facilities, activities and play
- Ensuring all parents read and understand the statement of purpose, regarding permission for keyworkers to carry out Welcomm assessments for each child.
- Maintaining records of children's progress that are reviewed regularly and released only to other agencies and professionals with the full written permission of parents (in line with the confidentiality policy), Via TYFU.
- Tyfu ensures that the child or young person and their family is at the centre of the all the work that is being undertaken to support the ALN needs of the child or young person. It allows a truly multi-agency approach to supporting those needs and sharing information.
- Co-operating fully with all appropriate agencies (subject to parental permission), such as health visitors, medical staff, therapists, social workers, psychologists, or portage workers, involved in the care of a child with specific needs.
- Arranging for members of staff to attend relevant training to help meet the individual needs of a child, such as Welcomm, Elklan, Makaton and TYFU.

- Additional learning needs co-ordinator (ALNCO) who manages the day-to-day requirements of the Special Educational Needs Code of Practice.

The role of the ALNCO:

The ALNCO should have an overview of the children in the setting who have identified needs and make sure that these needs are being met, along with the child's keyworker.

- Ensuring liaison with parents/carers and other professionals in respect of children with additional/special educational needs.
- Ensure all staff liaise with parents to produce a one-page profiles to provide information to keyworkers on how to best support their child.
- Ensuring that appropriate Individual Education Plans are in place (ULP'S) and uploaded regularly onto TYFU, Continue to follow the referrals flowchart (See Below)
- Ensuring that relevant background information about individual children with additional/learning educational needs is collected, recorded and updated onto the child's portal on TYFU.
- Advising and supporting other practitioners in the setting.
- Ensuring that parents/carers are aware of the local parent partnership service.
- Ensure to adhere to the ALN code of practice for wales 2022.





Useful information and resources:

<https://gov.wales/special-education-needs-code-practice>

Childminding and day care regulations (wales) 2010

<https://careinspectorate.wales/sites/default/files/2018-01/160411regchildcareen.pdf>

National minimum standards

<https://careinspectorate.wales/regulations-and-national-minimun-standards-child-minders>

Childcare Business support

01597826058-CCTT

Nia.wilson@powys.gov.uk

This **equality and inclusion (including additional/special needs) policy and procedure** was passed for use in **Berriew Pre-school**.

On:

By:

Position:

Date of planned review: