



Equality & Inclusive Practise Policy

The Tithe Barn Preschool will make sure that we actively promote equality of opportunity and anti-discriminatory practices for all children. We will make sure that we treat all children with equal concern and respect.

We recognise and welcome all legislation and existing codes of practice produced by appropriate commissions, for example the Equality and Human Rights Commission.

We value and respect the different racial origins, religions, cultures, and languages in a multi-ethnic society so that each child is valued as an individual without racial or gender stereotyping. We will not discriminate against children on the grounds of disability, sexual orientation, age, class, family status and HIV/Aids status.

We provide equal chances for each child to learn and develop to their full potential, taking into account each child's age and stage of development, gender, ethnicity, home language and ability.

We provide, and make sure that all the children have access to, a range of books, puzzles and educational toys which provide positive images and examples of the diversity of life in our society.

We challenge racist and discriminatory remarks, attitudes and behaviour from the children at preschool and other adults.

We will always help children to feel good about themselves and others by celebrating the differences which make us all unique.

Special Educational Needs

As a result of sections within the Children & Families Act 2014, the Special Educational Needs Code of Practice came into effect on 1st September 2014. This highlights that all children and young people are entitled to an education that enables them to make progress.

The Tithe Barn Preschool have trained SENCOs (Special Educational Needs Co-ordinators) and if we felt a child needed additional support, we would contact our Network Co-ordinator or the Area SEN Advisers for advice. We have downloaded, and can access, the SEND Code of Practice 2020 for further information.

As a childcare provider, Ofsted require us to be aware that some children may have special needs and to be proactive in ensuring that appropriate action is taken when a child is identified as having special needs. We must promote the welfare and development of the child in partnership with parents and other relevant agencies. We have therefore put the following procedures in place.

If we feel that a child at the Tithe Barn Preschool has a special need we will keep observational notes and share these notes with the child's parents as soon as it is reasonably possible. We will discuss what support is available and keep matters confidential at all times.

If we have a child with special needs, we will include them by valuing and acknowledging children's individuality and help them feel good about themselves. We will ask for information from parents about the child's routines, likes and dislikes. We will ensure that activities are adapted to enable the child to participate. Where possible, we will arrange access to specialist equipment if needed. We will at all times encourage the child's confidence and independence.



We will work in partnership with parents and discuss with them any agencies that maybe involved in their child's support care, any equipment that their child may need and request advice/support that will help us to provide the best care possible for their child.

The Gloucestershire Graduated Pathway for SEND

The Graduated Pathway is Gloucestershire's response to ensuring Early Help is available to all children, young people and their families with additional needs, whether these are educational, social or emotional needs or a disability. Before we can undertake any aspect of the Graduated Pathway we will gain **consent** from the family of the child.

The Graduated Pathway is based on a simple Assess, Plan, Do, Review cycle and has the following graduated responses which can be used in any order depending on what would best meet the needs of the child:

My Profile – A My Profile can be completed with any child even if there are no concerns about the child's wellbeing or development. The My Profile helps a child to share personal information which can help professionals working with them to understand what motivates them, their preferences, their goals and their self-image. It can also help professionals to understand what form of communication is most meaningful to the child.

My Plan – A My Plan is used when it is clear what the presenting needs are and who or what can help. It is a holistic child or family centred plan and can be used as a single or multi-agency plan. The My Plan should draw together existing information to identify the current needs and set out the outcomes to be achieved. The My Plan allows professionals working with children and families to quickly and simply draw together an action plan to co-ordinate the appropriate help and support for the child and/or family at the earliest opportunity.

My Assessment and My Plan + - This should be considered where needs are unclear and the impact is unknown; where there is already a significant impact which is likely to escalate; and where it is unclear what or who may help. The My Assessment focusses on listening to the child and their family in order to understand what is happening for them and what they need to help them make positive changes. My Assessment draws together information from a range of professionals into one document so that a detailed analysis can be made and an action plan can be developed.

The My Plan + is the Plan developed from the My Assessment. The '+' indicates to other professionals that an assessment has been completed to ensure there is not duplication of work and that the family do not have to tell their story repeatedly. The My Assessment and My Plan + must be completed together with the family so that they can be empowered to make changes for themselves.

Radar Chart - The Radar Charts should be used in conjunction with the My Plan/My Assessment to help a family think about their current situation and identify the areas where they may need support. It can help a family to see what is going well and identify and prioritise areas of need. There are 2 separate Radar Charts: one for use with children; and the other for parents/carers and professionals. The Radar Charts can be used to gather information to inform a My Plan or My Assessment and when gathering information at Review. It can be used to document distance travelled and can be accompanied by the Progress Charts to track the changes that have been made by the family over time. The Radar Charts should be used at every stage of the Graduated Pathway and during the Review process.

An Education, Health and Care Plan (EHC Plan) – an EHC Plan is a statutory plan that has replaced a Statement of SEN. An EHC Plan may be needed when a child or young person's educational needs cannot be met within existing additional resource already delegated to the school. The Local Authority assesses



this need based on the evidence provided. Evidence can be provided using the Graduated Pathway and principles of Assess, Plan, Do & Review. If you have completed a My Assessment for a whole family and an individual child requires an EHC Plan you do not need to complete a separate assessment as long as the My Assessment and My Plan + includes all the evidence required relating to the individual child's education and learning.

Single Assessment – If a referral is made to Social Care, they may undertake an Assessment of Need to help them make a decision about what happens next. This looks at the developmental needs of a child/young person, the family's strengths in managing the difficulties they may be experiencing, and any support they may already have in place.

Written September 2016

Reviewed annually

Signed:  