

Equal Opportunities

Equality Statement and Objectives

Reviewed: September 2025

At Pen Green we recognise and encourage the valuable and enriching contribution that people from all backgrounds and experiences make to the Centre.

The Equality Act (2010) was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as **protected characteristics**). This means that it is unlawful to discriminate against anyone or treat anyone less favourably because of their:

- age,
- gender,
- race,
- disability,
- religion or belief,
- gender reassignment,
- sexual orientation,
- pregnancy or maternity,
- marriage or civil partnership or age.

Pen Green Centre is committed to meeting its duties and acknowledges that we have a statutory duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our Centre and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

We believe that all individuals should be treated based on merit and without prejudice. At Pen Green therefore, we aim to provide a service for children, their families, students, and staff that actively promotes equality of opportunity and freedom from discrimination on grounds of age, cultural background, class, disability, ethnicity, gender, sexual orientation, gender reassignment, faith, part-time worker, language, union activity, and an individual's health status. We will strive to remove conditions which place any child, their family, student or staff member at a disadvantage and will actively challenge prejudice and discrimination.

We aim to be an inclusive Centre and provide for equal opportunities throughout all aspects of our work and services.

We are committed to ensuring equality of education, access to services and opportunity for all children, parents, carers, students and staff irrespective of race, gender, disability, belief, religion or socio-economic background.

The Centre Leadership Team and the Centre's Governing Body review the progress we are making to meet our duties regarding the protected groups (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, religion and belief under the Equality Act (2010).

The Governing Body will ensure, that in the cycle of policy reviews, that policies and practices are scrutinised to identify the effects they have on individuals or groups of people in relation to equality.

Our Equality Objectives reflect the Centre's priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups. We are committed to ensuring equality of education and opportunity for all children, families, students irrespective of race, gender, disability, belief, religion or socio-economic background.

Our Equality Objectives 2023–2025 have been identified to further support children/students, raise standards and ensure inclusive teaching.

Our objectives are:

- To use data throughout the year to monitor children's achievements and on-going progress in development and learning; respond to variations between groups of learners including ethnicity, gender, EYPP and SEND, as well as trends over time.
- To use data to monitor student's/adult learner's progress and achievement and respond to variations between groups of learners as well as trends over time and comparisons with other settings.
- To raise levels of attainment in the prime areas of learning for vulnerable children.
- To raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role.
- To raise awareness and deepen our understanding of multi-lingual learners in our setting.

To achieve the objectives, we will:

- Work closely with all parents to understand the child's home context and how we can most effectively support them when in the setting and with their home learning environment.

- Engage in regular dialogue with parents to ensure we meet the needs of all children, and the provision is appropriate for the children and their families.
- Plan and provide an ambitious curriculum for all children, ensuring teaching is consistently of the highest quality, using meaningful assessment to inform planning, and rigorously monitoring progress and standards.
- Engage in professional discussions to ensure all groups are progressing well and no group is disadvantaged, especially those with protected characteristics. Teaching and learning will be tailored to children's interests and needs to ensure good progress is sustained for all children – making children's learning visible.
- Have a co-ordinated assessment process towards an Education, Health and Care plan (EHC plan) for those children identified as having significant and complex needs, where families are fully involved in planning, commissioning and reviewing services.
- Work closely with students and adult learners to understand their context, work environment and their needs so we can effectively support them through their course of study.
- Plan and provide high quality teaching during study weeks for all students and use pertinent assessment to monitor student progress and inform teaching on future study weeks.
- Work closely with other agencies to actively promote inclusion, equality and diversity for children, families and students.
- Involve stakeholders in the development, review, evaluation, and impact assessment of relevant improvement plans, policies and procedures. (stakeholders may include: parents/carers, students, staff, governors and external partners).
- Co-ordinate and facilitate training opportunities for staff across the Centre to increase their understanding of equality, diversity and inclusion.

Staff and governors demonstrate our commitment to equality of opportunities by:

- ensuring acceptable behaviour,
- responding to incidents and complaints in a proactive way,
- providing access to services, facilities and information,
- recruiting and employing people fairly,
- meeting specific needs,
- monitoring equality data for all employees leaving the organisation.

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

At Pen Green we advance equality of opportunity by:

- Listening to children, families, students and local community at all times,

- Using the professional knowledge of staff and the data we gather and analyse, to identify underachieving groups or individuals and plan targeted strategies, training and or interventions.
- Ensuring participation of children, parents and carers in the Centre development,
- Ensuring participation of students/adult learners in the Centre development.

Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

We foster good relations by:

- Ensuring that Pen Green Centre is seen as a community setting within our local community and wider neighbourhood,
- Ensuring that equality, diversity and inclusion are embedded in the curriculum offer.

If anyone felt they were being treated unfairly, they had been harassed or victimised we would want them to inform a member of the Centre Leadership Team immediately. A decision will be made to ascertain the most appropriate course of action, for example if a parent felt they had been treated unfairly we would follow the complaints procedure (*see Pen Green complaints policy and procedure*). If a worker felt, they had been harassed we would follow the Local Authority HR policy for harassment and bullying (*available from the HR Manager*).

The Equality Statement and Objectives will be reviewed in 2025 by the Head of Centre and the Pen Green Centre Governors.

Further information:

For additional information and guidance please look at the Pen Green website for the comprehensive policy library.

For an easy read version of the 2010 Equality Act please follow the link below https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85012/easy-read.pdf

For more specific information the following links may be useful:

- ACAS www.acas.org.uk
- Help and support for older workers – Gov.UK (www.gov.uk)
- Anti-bullying alliance Anti-Bullying Alliance
- Carers UK www.carersuk.org
- Changing Faces www.changingfaces.org.uk

5 Linked documents: Early Years Foundation Stage (2025), Equality Act (2010).

- Disability Discrimination Information www.direct.gov.uk/DisabledPeople
- Employers Forum on Age [Employers Forum on Age tackling ageism and accidents at work \(efa.org.uk\)](http://Employers Forum on Age tackling ageism and accidents at work (efa.org.uk))
- Employers Forum for Belief www.efbelief.org.uk
- Gender Trust www.gendertrust.org.uk
- Just Fight On - against workplace bullying and abuse www.jfo.org.uk
- Press for Change www.pfc.org.uk
- Trade Union Congress www.tuc.org.uk
- Stonewall www.stonewall.org.uk
- Women's National Commission www.thewnc.org.uk
- Working Families www.workingfamilies.org.uk

Equal Opportunities Policy

Reviewed: September 2025

The Integrated Centre recognises that discrimination and victimisation is unacceptable. It is the aim of the organisation to ensure that no employee, job applicant, or service user receives less favourable facilities or treatment (either directly or indirectly) on the grounds of the protected characteristics as defined by the Equality Act 2010:

- Disability
- Race
- Gender Reassignment
- Religion or Belief
- Sex
- Sexual Orientation
- Age
- Pregnancy and Maternity
- Marriage and Civil Partnership

For further information on the Equality Act 2010 and the Protected Characteristics you can access <https://www.gov.uk/guidance/equality-act-2010-guidance>

Introduction to the policy

The Integrated Centre is an inclusive environment where we focus on the involvement, well-being and progress of every child, their family, every student and where all members of our community are of equal worth. We believe that the Equality Act, 2010, provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following key principles:

1. All children, their families and students are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities that are different from each other. We encourage staff to really get to know the children, families and students they work with, this getting to know each other on a deeper level helps to foster inclusion and a sense of belonging.

4. We have the highest expectations of all our children and students. We expect that all children can make good progress and achieve to their highest potential. We also expect that all students are supported to achieve their highest potential in which courses they are studying through our Adult Education, Further and Higher Education programmes.

5. We foster a shared sense of cohesion and belonging. We want all members of Pen Green and Kingswood to feel a sense of belonging within the Centres and wider community and to feel that they are respected and able to participate fully in Centre life.

7 Linked documents: Early Years Foundation Stage (2025), Equality Act (2010).

6. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

7. We work to raise standards for all children, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of children raises standards across the Early Years provision, the Maintained Nursery School and the whole Centre, locally, nationally and internationally.

8. We work to raise standards for all students. We believe it is critical to ascertain feedback from all students. This encourages a cycle of review, reflection and improvement to ensure the highest quality teaching. Feedback is gathered through questionnaires, tutorials and student representative boards.

Purpose of Policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against children or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also "protected characteristics" but are not part of the school provisions related to children.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties. The **Public Sector Equality Duty** or "general duty"

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Two "specific duties"

This requires all public organisations, including schools to

8 Linked documents: Early Years Foundation Stage (2025), Equality Act (2010).

1. Publish information to show how they are complying with the Equality Duty by April 6th 2012, and update yearly)
2. Prepare and publish one or more specific and measurable Equality objectives.

This policy describes how we are meeting these statutory duties and is in line with national guidance. It includes information about how we are complying with the Public Sector Equality Duty and provides guidance to staff and outside visitors about our approach to promoting equality.

Links to other documents and policies

Although this policy is a key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our Centre Development Plan, our self-evaluation reviews, The Centre website including the Maintained Nursery School and in our newsletters.

There are also references in additional policies related to equality of opportunity further in this section such as the behaviour policy, admissions, SEND and anti-bullying policies.

Further guidance can also be found in:

Staffing for the provision
Admissions policies
Complaints procedure
Recruitment handbook (NNC)
SEND Code of Practice (2015)
EYFS (2025)
Equality Act (2010)
Public Sector Equality Duty Guidance for Schools in England (2014)
Prevent Policy

The Equality Act also applies to our Integrated Centre in our role as an employer, and we always comply with this during our recruitment procedures. The Head of Centre ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

In the Integrated Centre we challenge all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs,
- Prejudices around race, religion and belief, traveller families, migrants, refugees and people seeking asylum,
- Prejudices around gender and sexual orientation.

We would always keep a record of any prejudice-related incidents and provide a report to governors about the numbers, types and seriousness of prejudice-related incidences in the Integrated Centre and how we dealt with them. Should any prejudice-related incidents occur we would review this data on a termly basis and take actions to reduce the possibility of any further incidents. Records relating to any prejudice-related incidents are retained in line with the Integrated Centre Archive & Retention Schedule.

Inclusion

We ensure equality of access for all children to a broad, balanced and ambitious curriculum, removing barriers to participation where necessary, making appropriate adjustments to practice, resources and the environment.

We ensure equality of access for all students, removing any potential barriers to studying and ensuring they can completely engage in the full course offer.

We also review our Accessibility Plan which is designed to:

- increase the extent to which children with SEND can participate in all aspects of the curriculum;
- increase the extent to which adult learners with SEND can participate in our adult education offer;
- improve the physical environment and improve the availability of accessible information for children, parents and adult students with SEND.

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of children and adult students with particular protected characteristics, such as offering specific, targeted support. The actions will be designed to meet the Centre's Equality Objectives.

Following the pandemic we have learnt that in some circumstances inequalities have been further highlighted, and due to a combination of factors some people faced multiple disadvantages. We will work with children, families and students to reduce the impact from the pandemic and address the areas where additional support is needed. The Centre Leadership Team and

10 Linked documents: Early Years Foundation Stage (2025), Equality Act (2010).

Governors will encourage staff, children, families and students to share and celebrate 'who they are', their identity and cultivate an ethos of participation and connection.

What we are doing to foster good relations at Pen Green & Kingswood

We prepare our children for life in a diverse society and ensure that there are a range of experiences across the Pen Green curriculum including the seven areas of learning and development as outlined in the EYFS (2025). We offer experiences that promote the spiritual, moral, social and cultural development of our children.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through Personal, Emotional and Social Development and across the Pen Green curriculum.

We use materials and resources that reflect the diversity of the Centre including the Maintained Nursery School, the families and students who use the setting and the local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

We promote a whole Integrated Centre ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We provide opportunities for children, families and students to appreciate their own culture and celebrate the diversity of other cultures.

We include the contribution of different cultures that promote positive images of people.

We promote positive messages about equality and diversity through displays, artefacts, resources and visitors.

Other ways we address equality issues

We maintain records of all training relating to Equalities.

Our monitoring records include evaluations of aspects of Equalities.

We keep minutes of meetings where equality issues are discussed.

We have a rolling programme for reviewing all our Centre policies in relation to equalities and their impact on the progress, safety and well-being of the children, families and students.

The implications for equalities of new policies and practices are considered before they are introduced.

In order to ensure that the work we are doing on equalities meets the needs of the whole Centre community we:

- review relevant feedback from parent evaluations, parents' events, parent focus meetings or governors' meetings,
- review feedback from students during the course of their studies,
- collate and analyse responses from staff surveys, staff meetings and training events,
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps,
- ensure that we gather responses and feedback at governing body meetings and from the governing body's working groups.

To ensure parents, staff, students, volunteers and visitors know about our policies we publish them on our website, and we have a printed copy available on request.

Responsibilities of staff

The responsibility for ensuring that there is no unlawful discrimination rests with the staff. In particular all members of staff should:

- comply with Integrated Centre policies,
- not discriminate in their day-to-day activities or induce others to do so,
- not victimise, harass or intimidate other staff or groups who have, or are perceived to have one of the protected characteristics,
- ensure no individual is discriminated against or harassed because of their association with another individual who has a protected characteristic,
- immediately inform their line manager/supervisor if they become aware of any discriminatory practice.

Further guidance can be found in:

Staffing of the Provision
Admissions policies

Complaints Procedure
Recruitment Handbook (NNC)
SEND Code of Practice (2015)
EYFS (2025)
Equality Act (2010)
Introduction to Public Sector Equality Duty for Schools (2022)
Prevent Policy

Anti-Harassment, Discrimination & Victimisation Policy

Reviewed: September 2025

At the Integrated Centre we want to create and maintain a working environment where individuals are treated with dignity and respect.

We are opposed to all forms of unlawful and unfair discrimination and harassment of any kind. Harassment can amount to unlawful discrimination under the Equality Act (2010).

The Centre Leadership Team (CLT) and Governors are firmly committed to the success of this policy and all steps taken towards its achievement.

Any child, parent, student, worker or visitor who feels they have been harassed or who witnesses harassment in the Centre may use the Local Authority Anti-Harassment Procedure. There is no single definition of what constitutes harassment. This is because it takes many forms, such as:

- offensive or hostile treatment;
- unwanted conduct;
- bullying, ridiculing or demeaning behaviour.

Any of these may be linked to any child, parent, worker or student with reference to the nine protected characteristics outlined in the Equality Act (2010).

The CLT takes all complaints of harassment seriously and will immediately deal with any incident of bullying, harassment, discrimination or victimisation. A member of the CLT will investigate all allegations as soon as possible and

13 Linked documents: Early Years Foundation Stage (2025), Equality Act (2010).

always within five days; great care will be taken to protect the interest of both parties.

Where a child, parent, student, worker or visitor considers that a racist incident has occurred, this view will be the starting point for any investigation. In stating this, we will adhere to the Local Authority's policy which is encompassing of the recommendations of the Stephen Lawrence Enquiry – see link below.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277111/4262.pdf

The CLT and supervisors are responsible for implementing this policy, bringing it to the attention of the staff and seeking to eliminate any harassment of which they become aware. Further advice and/or support can be obtained by contacting the Pen Green Human Resources Manager or the Local Authority.

All children, parents, students, workers and visitors must comply with this policy. It has been written in line with the Local Authority's Anti-Harassment, Discrimination and Bullying at Work policy and procedure and The Equality Act (2010).

Community Cohesion Policy

Reviewed: September 2025

This policy should be read in conjunction with our Equal Opportunities policy.

Introduction

From September 2007 all schools have a duty to promote community cohesion and are responsible for educating children and young people who will live and work in a country which is diverse in terms of cultures, religions or beliefs, ethnicities and social backgrounds.

Community cohesion means, **“working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in school and in the wider community.”**¹

¹ Alan Johnson, Secretary of State for Education and Skills, speaking in Parliament on 2 November 2006. Based on the Government and Local Government Association’s definition
14 Linked documents: Early Years Foundation Stage (2025), Equality Act (2010).

The term community has a number of dimensions:

The Integrated Centre's community

The Integrated Centre's community is the children and students it serves, their parents, carers and families, the staff, volunteers and governing body, and community users of the Centre's facilities and services.

The community in which the Integrated Centre is located

The Centres are located in particular geographical communities with a very distinct history. Corby was a small village until the steel works opened and people from Scotland, Latvia, Croatia and other European Countries came to work here. This idea of community cohesion applies not just to the immediate neighbourhood but also to the local authority area within which the Centres are located in North Northamptonshire and to the community of Early Years settings, schools, Children's Centres, Education Providers and other agencies we work with.

The UK community

All schools and Children's Centres are by definition part of this community.

The global community

This is how the Integrated Centre relates to other services across the European Union and international links that we have with early years centres around the world.

Community cohesion relates to the three key strands – faith, ethnicity and culture, socio-economic factors, and building community capacity.

At the Centre we believe:

- Services should be flexible and responsive to the needs of all local children and their extended family.
- Workers in early years' settings need to be concerned with empowerment and community regeneration.

Why we have a community cohesion policy statement?

first published in Guidance on Community Cohesion, LGA, 2002 and resulting from the Cantle Report 2001.

15 Linked documents: Early Years Foundation Stage (2025), Equality Act (2010).

We aim to promote community cohesion by weaving the strands of flexibility, responsiveness, empowerment, and community regeneration across the different community dimensions described.

- The Integrated Centre will continue to build upon its good practice in relation to community cohesion and continue to evaluate the impact of our services in the Integrated Centre, in our local community and more widely in our community and in the UK and global community. The Integrated Centre for Children and their Families builds community cohesion by promoting diversity, equality of opportunity and inclusion for all families, children and students who come to the Centre or access services provided by Centre staff.
- Diversity is recognised and celebrated with regard to all and particularly those with protected characteristics. Children, families, workers, volunteers and students are encouraged and supported to listen to and show respect for all in the Centre, their neighbourhoods, communities and across the town.
- Every child will be given the best possible start to their education; workers will ensure that every child has the essential knowledge they need to prepare them for their future success.
- It is the responsibility of everyone in the Integrated Centre to make community capacity building central to everything we do; induction procedures, job descriptions, training and supervision all support the wider engagement of the community. Of our staff that are parents over 70% of them either used the Centre with their own child, began their careers as parent volunteers in the Centre or studied at the Centre. This demonstrates our deep commitment to community capacity building.
- Children, families, workers, volunteers, and students are encouraged and supported to play and work together. Our equal opportunities statement makes this explicit. All staff will challenge prejudice and discrimination.
- Governors and leaders at the Integrated Centre, working with parents and other members of the local community, share a commitment to identifying the particular characteristics and needs of our local community.
- This includes working as part of a locality model with our partners across Corby and being pro-active in the local area, working to ensure the best outcomes for children and families throughout the town.

We also promote community cohesion through:

Teaching and Learning

We will provide a rich and meaningful curriculum offering opportunities to explore and question differences. We will provide a supportive environment where children, families and students can interact and learn from each other, learning and appreciating difference. We will provide visits to different locations and encourage visits from members of different communities.

Equity and Excellence

We will maintain high expectations for the attainment of all children, and the provision of the best support for all families, whatever their faith, ethnicity or social background. We carefully plan for and allocate Early Years Pupil Premium (EYPP) funding to support children from disadvantaged backgrounds to ensure they make excellent progress. We will encourage and support the highest level of respect and understanding between those of different faiths, ethnicities and social backgrounds, and foster friendships and relationships between them.

Extended Services

We will continue to build links with different schools, voluntary groups and communities. We provide a range of experiences, opportunities and groups for children, families, and the wider community so that they can take part in activities and receive services which build positive interaction and achievement for all groups.

Systematic training is in place for all staff and governors to develop and deepen their understanding and encourage reflection about their own values and belief systems; the skills to foster and encourage respect between others and the skills and courage to challenge barriers to this.

Monitoring and Review

The Centre Leadership Team will monitor community cohesion and report to the Governing Body's Integrated Services Committee.

Local Offer Policy

Reviewed: September 2025

(Produced following the Local Authority's guidance notes)

What should a parent/carers do if they think their child has special educational needs?

If parents/carers have concerns about their child before their child starts at Pen Green or Kingswood, they can discuss their child with their Family Worker during their initial home visit. If their child has already started in the setting and they are concerned about them we ask parents/carers to speak to their child's Family Worker who will then, if necessary, discuss the concerns with the Assistant Head of Centre – Lead for SEND. The SEND team alongside parents/carers and the child's Family Worker will follow our Assess, Plan, Do, Review plan.

Staff supporting children with SEND

All Family Workers will work with children and families to provide the most appropriate support. There are also individual staff that offer specific support:

- SENCo for Pen Green – Angela Prodger
- SEND Lead– Amy Devine
- SEND Lead for Kingswood Community Nursery – Amy Devine

How will the Centre staff respond to the parents/carers concern?

The Family Worker will meet the parents/carers to discuss the concerns, make observations of the child during their time in the setting and arrange a further meeting with the parents/carers to discuss any action.

The staff will do all they can to understand the parents/carers concerns and offer appropriate support.

How will the staff decide if a child needs extra support?

The Family Worker will discuss and describe the SEND process. The Family Worker and SEND Lead will make the decision what action needs to be taken following the observations of the child. Setting based support will be implemented, if necessary, with discussion and input from the parents/carers.

What will the staff do to support a child?

Family Workers in the setting (Nursery, Couthie, Crèche, Kingswood) with support from the SEND Lead and parents where possible will agree an action plan with specific targets for the child's learning and development.

The cycle is called: Assessment of Needs: Plan, Do, Review. The workers will plan targets for the child, carry out the targets with the child and review the targets. Monitoring of the targets will be ongoing and a formal review with parents/carers will be held each term (or as appropriate).

Who supports a child in the setting?

All staff in the setting are trained and qualified to work with young children. The child's Family Worker will hold overall responsibility to support a child that has a particular need but other staff in the setting will also work together to support the child.

What training and experience do staff have for the additional support of a child with additional needs?

All staff are qualified and experienced to effectively support children in the Early Years Foundation Stage. Some staff have undertaken specific training to support children with identified needs. Some have expertise in language and communication, multi-lingual learning, ICAN (speech and language), Makaton (Sign language), Elklan – Communication Friendly Setting, autism.

Who else might be involved in supporting a child?

A wide range of external support agencies may be involved in supporting children with SEND including: The Early Help for Disabled Children Team (EHDC) they provide support for children with disabilities and their families aged 5-18, Specialist Support Services, Education Psychology Service and local Children's Centres for children aged under 5 years, Occupational Health, Speech and Language, Physiotherapy, Teacher for the Deaf, Visual Impairment Team and Community Paediatrician. An Early Help Assessment (EHA) may be offered to co-ordinate all the support services for the benefit of the child and their family.

What support is available for a child's emotional and social well-being?

Personal, Social and Emotional Development is a prime area of the Early Years Foundation Stage Curriculum (2025), and all children are fully supported with this. When necessary, staff will be involved in specialised training for example administering medication for children who have conditions such as epilepsy.

How will a child be involved in the process and be able to contribute their views?

We work hard to seek and hear the views of all children in the setting, and the children are fully involved in their learning opportunities. The staff often share the children's observations and celebration of achievement files with them.

How will the curriculum be matched to a child's needs?

In the setting the children have access to a range of development and learning opportunities, these experiences reflect the Pen Green curriculum and the seven areas of learning and development as outlined in the Early Years Foundation Stage (2025). This is a differentiated curriculum where children are taught according to their interests and needs as well as with regard to their age and stage of development. (See A Celebratory Approach to SEND, 2021 – Pen Green Website).

What opportunities will there be for a parent/carer to discuss their child's attainment and achievement?

SEND review meetings are held termly, there are also parent events where children's achievements are discussed, and their celebration of achievement files shared with parents/carers.

Staff will also discuss with parents/carers their child's development and progress during home visits and daily chats in the setting. Should parents/carers want a more detailed discussion, workers will arrange to meet with them in the setting or in their home to further dialogue about their child.

How does the setting know how well a child is doing?

All children are assessed throughout their time in the setting. They are assessed using a range of information gathered through; observations, work, involvement in experiences and information from the parents/carers about what the child does at home. Workers consider the range of information and their professional knowledge of the children to make assessments and monitor each child's progress.

Children are observed during their time in the setting, and their progress is monitored during the year. Staff take photographs, collect video vignettes, and write narrative accounts of the children during their learning which are used to collate each child's celebration of achievement file. Parents/carers are encouraged to contribute to these files and take them home to share with their child and their extended family.

How will a child be included in activities and experiences outside the nursery environment including offsite trips?

Our setting is an inclusive environment, and all children are offered the opportunity to participate in activities and experiences outside the usual environment. When necessary extra adults and parents/carers will be invited to support us during the outing. (See off-site visits policy and procedure).

How accessible is the school environment?

Our setting has allocated disabled parking and disabled access. In addition, we have disabled toilet facilities and a lift to ensure upstairs rooms are accessible.

How accessible is the curriculum?

The Pen Green curriculum and learning opportunities supporting the seven areas of learning and development (Early Years Foundation Stage, 2025) are accessible to all children; our aim in the setting is to create an inclusive learning environment where all barriers to effective learning are removed.

How will the setting prepare and support a child to make the transition from home and help them to feel they belong in the setting?

Parents/carers will be offered a home visit prior to their child starting in the setting. Their child's Family Worker will arrange a visit to the parents/carers home to meet their child and talk to the parents/carers. We encourage parents/carers to come into the setting and have a look around with their child. If it is helpful the SEND Lead will also visit with the Family Worker to gain a deep understanding of the child's needs and how we can support the child to successfully settle into the setting.

We then ask parents/carers to stay for a two-week settling in period when the child starts in the setting. This helps the children to get to know their Family Worker, make connections with other staff and children and also gives them a sense of the rhythms and rituals of the session. If children need additional settling in time Family Workers will always negotiate this with the parents/carers.

How will the setting support a child to transition to a new setting or to school?

When children are making the transition from Crèche, Nest or Couthie to nursery the workers visit the spaces with the children and help to establish a link to the child's new Family Worker. The Family Worker in nursery will carry out a joint home visit and ask the parents to support the child's settling in.

When children are transitioning to school the children's new teachers are invited to visit the children in nursery, we offer a network transition meeting for teachers to come and meet Family Workers and we offer a transition visit for the children supported by their Family Worker into their new school. New teachers are also invited to attend SEND review meetings.

How can a parent/carer be involved in supporting their child?

We will always share targets with parents/carers including ideas of how to support their child's learning and development in the home as well as gather

parent's/carer's views on how we can most appropriately support their child in the setting.

How can a parent/carer access support for them and/or their family?

The Local Authority website www.northamptonshire.gov.uk provides further information about SEND as well as other useful support services.

Staff will always work with families to identify and signpost to specialist support when necessary.

Who can a parent/carer contact should they need further information about the setting and the support available for their child?

Parents and carers can call main reception on 01536 400068 or pop into the Centre and ask to speak to our SEND Lead.

Early Years Pupil Premium Policy

Reviewed: September 2025

At Pen Green and Kingswood we take it extremely seriously that every child is supported to achieve their full potential. We see it as our responsibility to ensure we meet the needs of every child recognising them as individuals.

For those children entitled to Early Years Pupil Premium we will identify the most appropriate way to use their funding. This will help us to ensure we tailor the support we offer in a way that is most appropriate to meet the needs of each individual child.

Principles

- We think carefully about the most vulnerable families living in our town and we ensure we plan provision for the children that live in these disadvantaged circumstances.
- We will spend the Pupil Premium allocation following discussion between staff and parents/carers; we also take into account observations of the child in the setting and the progress a child is making or areas of learning development, where there is emerging need, or a child requires additional support.
- We will be flexible in our approach to ensure we can be responsive to the particular needs of each child.

Aims

The aim of the Pupil Premium funding is to support children to make progress in their learning and development and to help children achieve age-related expectations.

Provision

- An Early Years curriculum which is designed to offer maximum flexibility to meet the needs of individual children
- Individual action plans and support programmes
- Small group experiences
- Support in the setting for children with particular needs
- Access to shared spaces
- Continuous professional development for staff to ensure all members of staff are suitably trained and skilled to provide for each individual child
- Additional support from the SENCO and SEND Lead
- Additional support from Family Workers
- Family learning opportunities
- Specialist interventions to support children with particular needs (internal and external practitioners)
- Specialist training for parents/carers where appropriate
- Funding for residential farm trips

Reporting

It will be the responsibility of the senior leaders to produce annual reports for the Governing Body on:

- The progress made towards a good level of development for those children in receipt of Pupil Premium,
- An outline of the provision that was offered to support children,

- An evaluation of the cost effectiveness in terms of the progress made by the children receiving a particular provision, when compared with other forms of support,
- The Governors will ensure that there is an annual statement to parents on the website explaining how the Pupil Premium has been used to address the issue of narrowing the gap for socially disadvantaged children.

Appeals

Any appeals against this policy and the expenditure of the allocated Pupil Premium will be addressed through the Complaints procedure.