



Equality Policy

We will ensure that our setting is fully inclusive in meeting the needs of all children, regardless of ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to provide a safe, stimulating and accessible environment in which all our children can flourish and in which all contributions are considered and valued. We will include and value the contribution of all families and provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people. In doing so we will improve our knowledge and understanding of issues of anti-discriminatory practice.

We will also make inclusion a thread that runs through all of the activities of the setting.

Admissions

Our setting is open to all members of the community.

We advertise our service widely.

We provide information in clear, concise language, whether in spoken or written form.

We will try to provide information in any other languages if possible and required.

We base our admissions policy on a fair system.

We ensure that all parents are made aware of our equal opportunities policy.

We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker.

We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.

We ensure wherever possible that we have a balanced intake of boys and girls in the setting.

We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.

We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the

settings is found to treat disabled children or adults less favourably then we will make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

making children feel valued and good about themselves,

ensuring that children have equality of access to learning

undertaking an access audit to establish if the setting is accessible to all children,

making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments.

making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys and

positively reflecting the widest possible range of communities in the choice of resources whilst avoiding stereotypes or derogatory images in the selection of books or other visual materials.

we will also endeavour to celebrate a wide range of festivals within various religious calendars thereby creating an environment of mutual respect and tolerance,

differentiating the curriculum to meet children's special educational needs, and ensuring the curriculum offered is inclusive of children with special needs and disabilities

helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.

Employment

Posts are advertised and all applicants are judged against explicit and fair criteria, and applicants are welcome from all backgrounds and posts are open to all.

The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.

We monitor our application process to ensure that it is fair and accessible.

Food

We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met and in the curriculum we teach children about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Supporting special needs

We provide an environment where all children are encouraged to explore and reach their full potential, and integrate fully with the class, including any children with special needs.

We endeavour to work to the SEN code of practice and our SENCO is Gill Rawlinson

We have regard for the DfES Special Educational Needs Code of Practice (2001).

We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies. If new resources are deemed necessary these will be sought

On entry to the setting each child will be assessed through observation and findings recorded. An IEP will be used throughout their learning when implicated. Copies of any IEP/IBP (individual education/behavioural plan) will be issued to parents.

We work in positive partnership with parents and other agencies in meeting individual children's needs.

We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.

We ensure that our inclusive admissions practice ensures equality of access and opportunity.

We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.

We provide a broad, balanced and differentiated curriculum for all children with special educational needs.

Regular staff training will be undertaken to ensure all practices are up to date.

We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Statementing process.

We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.

We provide resources (human and financial) to implement our Special Educational Needs Policy.

All reports or files relating to a child's SEN will automatically follow them to their next setting

Training

We seek out training opportunities for staff and volunteers to enable them to develop inclusive practices, which enable all children to flourish. We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required. We also review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

Valuing diversity in the home

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 parents/carers to take part within the setting and to contribute fully in any area of expertise.

Monitoring and reviewing

To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity. We provide a complaints procedure and a complaints summary record for parents to see.

Date of policy approval **Sept 2023**

Date of policy review **Sept 2024**