Fledglings Day Nursery

# Equality and Inclusion Policy

Date Reviewed: August 2023

Review Due: August 2024

Reviewed by: Miss A West

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## 1 Introduction

* This nursery understands its responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.
* We aim to meet the needs of each child as an individual regardless of difference and diversity.
* All children are entitled to enjoy a full life in conditions which will help them take part in society and develop as an individual, with their own cultural and spiritual beliefs.
* We believe that all children should feel valued and confident and should be cared for in a warm and loving environment. We will work with parents at all stages of the child’s education and care to ensure our principles are put into practice.

**Our Special Educational Needs co-ordinator** is Miss R York (Miss West to have training)

In line with guidance from the EYFS and in line with the SEND Code of Practice 0-25 years 2015, we will endeavour to:

* Be alert to the early signs of needs that could lead to later difficulties and respond quickly and appropriately, speaking to parents/carers and involving other agencies as necessary.
* Stretch and challenge all children.
* Encourage children to recognize their own unique qualities and the characteristics they share with other children.
* Challenge any inappropriate/negative attitudes displayed by staff, parents/carers or children.
* Engage children in anti-bias activities e.g. stories or persona dolls, which promote positive attitudes to all people regardless of their level of ability, appearance, mobility etc.
* Have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between children with and without disabilities
* Maintain records suitable for sharing with colleagues in an inter-agency team while acting as a point of contact for a child and their family.
* Ensure our admissions policy states how we ensure that all children will be supported to enable admission to our setting and also shows our accessibility plan.
* Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. (This is an anticipatory duty) Where this is necessary we will have regard to the following legislation: *Reasonable adjustments for disabled pupils (2012)*

The SEND Code of Practice 2015 states:

*A child or young person has SEN if they have a learning difficulty or disability which*

*Calls for special educational provision to be made for him or her.*

*For children aged two or more, special educational provision is educational or*

*Training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.*

*A child under compulsory school age has special educational needs if he or she is likely to fall within the definition of the above paragraph when they reach compulsory school age or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2015)*

**Progress Check at Age 2**

When children are between 2 and 3 years of age we will review their progress and give a brief written report of progress to parents/carers highlighting any areas for concern – this applies to all children in the setting.

Where staff feel that a child is not progressing in line with his/her peers they will speak to parents in the first instance to seek their opinion and to discuss how the child can best be helped. We aim to make any reasonable adjustments required by individual children or parents. No outside agencies will be contacted without parental permission.

Where children are identified as needing extra support within the setting this will involve the SENCO the parents/carers and the child’s key person working together to write an individual education plan to identify how the child will be given extra support. EPEP’s will be reviewed monthly by the SENCO, the child’s key person and the parents/carers. Should this group, and particularly the parent, decide that the child needs further support then outside agencies will be contacted as appropriate.

For the very small number of children whose needs cannot be met in the above way and whose needs are more severe and complex, the nursery staff will, with parent’s/carer’s permission request a formal assessment from the Local Education Authority.

When children transfer to their next setting we will work closely with that setting and the child’s parents to ensure a smooth transition for the child.

If one or both parents have significant needs, we will support them to the best of our ability whilst keeping a focus on the child’s needs.

**All information kept on each child is confidential and Parents and Carers have free access to all information kept on their own child. (Except in exceptional cases where the Data Protection Act 1998 stipulates it is against the best interests of the child to do so.)**

**Review Process:**

This setting is aware of the need to constantly review, monitor and evaluate our practices to ensure that they are effective. It is the duty of the S.E.N. Co-ordinator and the Manager to review the S.E.N. policy annually and to be aware on a daily basis of how this policy works in practice. Also to comply with all relevant legislation including the Equality Act 2010, The Human Rights Act 1998 and the SEND Code of Practice 0-25, 2015.

The Equality and Inclusion policy is about how the school/setting will meet the individual needs and interests of all children.

**3**  **Equality and inclusion**

We believe that every child is an individual and we are committed to providing equality of opportunity and anti-discriminatory practice for all children, families and staff who come into our school/setting.

**3.1** We are committed to working in partnership with parents/carers and other agencies to support all children including those with learning difficulties and disabilities.

**3.2** We will challenge inappropriate behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation, disability and age.

**3.3** We are committed to:

* providing a secure environment in which all children can thrive and in which all contributions are valued;
* providing a range of resources depicting different ethnic groups and people with disabilities;
* improving staff knowledge and understanding of issues around equality and diversity;
* including and valuing the contribution of all families to our understanding of equality and diversity.

**3.4** To help achieve our objectives of creating a welcoming environment free from discrimination and prejudice, we will:

* ensure that services are equally open and available to all parents/carers and children within the local community;
* ensure that issues of race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability do not hinder a child from accessing services;
* treat all children and their parents/carers with equal concern, respect and value;
* have regard for promoting understanding, respect and awareness of diversity and equal opportunity issues through the planning and implementation of our curriculum/activities;
* ensure all children are able to celebrate and express their cultural and religious identity by providing a wide range of appropriate resources and activities;
* ensure that our recruitment policies and procedures are open, fair and non-discriminatory;
* endeavour to recruit a team of staff which reflects the diversity of the local community;
* encourage staff to be positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes and challenging any discriminatory behaviour;
* ensure all staff receive necessary training.

**3.4** We are committed to taking positive and proactive steps to ensure that we provide a safe and caring environment, free from discrimination, for everyone in our community.

**3.5** We recognise that children are all different and have different interests and ideas.

**3.6** Many of our children come from different backgrounds with different cultural, religious and socio-economic factors affecting them. Our provision is aimed at supporting all of our children to freely explore each other's ideas and express their own without fear of ridicule or condemnation.

**3.7** We will ensure that our equality and inclusion procedures counteract and eliminate both direct and indirect discrimination in decision making, employment practices and service provision and to ensure that our services strive to achieve equality of opportunity for all.

**3.8** We recognise that achieving the objectives of our Equality and inclusion policy relies on the active involvement and support of parents/carers. We encourage parents/carers to comment on the effectiveness of this policy and its related procedures.

**3.9** We will facilitate regular opportunities for consultation with parents/carers about the service that the setting provides, as a means of monitoring the effectiveness of our Equality and inclusion policy.

**4 Special Education Needs and Disabilities (SEND)**

Some children have special educational needs and/or physical disabilities (SEND), which require particular support and assistance. We are committed to taking appropriate action to make sure that all children are able to access our services, feel welcome, and that our activities promote their welfare and development.

**4.1** We are committed to the inclusion of all children and believe that children with SEND have a right to play, learn and develop to their full potential alongside other children wherever possible.

**4.2** Children with SEND will be supported and have access to the same facilities, activities and play opportunities as their peers.

**4.3** Our policies, procedures and practices in relation to children with SEND are consistent with current legislation and guidance.

**4.4** Our SEND co-ordinator manages the provision for children with SEND and supports other members of staff to become more skilled and experienced in the care of children with SEND.

**4.5** All members of staff will assist in supporting/developing programmes for children with SEND and will also be responsible for helping to:

* ensure that any actions following SEND reviews are completed;
* assess each child’s specific needs and appropriately adapt the school/setting’s practices and activities;
* ensure that children with SEND are fully considered when activities are being planned and prepared.

## 5 Monitoring and review

This policy was agreed and implemented in August 2023 and is due for review in August 2024.

There will be ongoing monitoring of this policy as some aspects may require amending/updating before the review date should there be any incidents which take place relating to it that give cause for concern.

**Name: Miss A West**

**Signed: A West**

**Date: August 2023**