

Central Community Nursery School



Inclusion and Equal Opportunities Policy 2015

Date of Policy: July 2015

Date of next review: July 2017

At Central Community Nursery School we welcome all children and families and are committed to ensuring that everyone feels respected and valued.

The Equality Act 2010 has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

As an enhanced resourced facility for children with visual impairment, a commitment to the inclusion of all children and their families is at the heart of everything we do.

Statutory Framework for the EYFS 2014

In line with EYFS requirements this policy seeks to cover

- How the needs of all individual children will be met (including those who are disabled or have special educational needs will be included, valued and supported)
- How reasonable adjustments will be made
- The name of the Special Educational Needs Co-ordinator
- Arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference
- How inappropriate attitudes will be challenged
- How the provisions will encourage children to value and respect others

The four overarching principles of the EYFS underpin all aspects of our teaching and support for all children and actively support the inclusion and equality of opportunity for all children.

- Every child is an **unique child** who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**:
- Children learn and develop well in **enabling environments**, in which their experience respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers: and
- **Children develop and learn in different ways and at different rates.**

At Central Nursery School we aim ...

- To create conditions to ensure that everyone involved in the school feels valued.
- To offer equality of opportunity to all involved in the school, regardless of race, gender, social class, ability, disability or culture.
- To act positively to promote equality of opportunity.
- To value contributions made by any child or adult regardless of their race, ability, disability, culture or gender.
- To ensure that all children access the EYFS and that they and their families are actively included in every aspect of our School and Children's Centre Community.

Roles and Responsibilities

- The Head Teacher, has overall responsibility for ensuring that the policy is implemented and that the policy is brought to the attention of the staff and governors for review.
- The Head Teacher, SENCo and Lead Professional all have a lead role and work together to meet the needs of children with Special Educational Needs.
- Amanda Ormond is the designated governor for children with Special Educational Needs.
- Helen Watson is the SENCO.
- Jas Thandi is 'Lead Professional ' for children with EAL
- Although all staff have a responsibility for caring for and teaching all children, we also have a designated team to support the needs of children within our Enhanced Resourced Facility.
- Each key person has a clear role in relation to the overall well being of each group of children.
- It is the duty of all staff to report any racist or other discriminatory incidents to the Head Teacher who will seek to record and address the situation with rigour and sensitivity The Head Teacher will report such incidents to the chair of governors and to the local authority as appropriate.

Communication and Partnership working with families

- We strive to ensure that communication between school and home is accessible to all – regardless of culture, ability, disability, gender, or communication skills.
- All religions, cultures and languages are to be valued and we work hard to reflect this across our School and Children's Centre environments.
- We value the home culture of all our children and encourage the active involvement of all parents / carers through family baking, woodland and garden activities etc.

Teaching and Learning

We ensure that the needs of all children are met by:

- Basing our weekly planning meeting upon the next steps and observations of a specified group of children and identifying their needs and interests which directly inform the next weeks planning.
- Evaluating the needs of children at the end of each day
- Each key person establishing warm and effective relationships with their children and their families and maintaining effective communication with them
- Having clearly established systems for assessing the needs of children with special educational needs and working in partnership with parents and carers to identify and implement meaningful targets which are documented within individual MEP's and in Provision Mapping documentation.
- Monitoring the outcomes of all children particularly in relation to the achievements and progress of different groups of children – girls/ boys, children with SEN, children with EAL etc.
- Using augmentative systems of communication to support the language needs, well-being and inclusion of all our children.
- Maintaining a physical environment across our premises within the School and Children's Centre which enables access for children and adults with mobility difficulties including the use of wheelchairs , Kaye walker etc.

The Learning Environment

We aim to provide an environment in which:

- Everyone can access all physical parts of the school and centre with independence and ease (including the use of wheel chairs, Kaye walkers etc.
- Families from the wider Derby City community are welcomed and enabled to access our sensory room – this may be in partnership with the support of colleagues from the Children's Centre or STEPS teams.
- Resources mirror the diversity and variety of the real world, extending ideas beyond the immediate environment.
- All activities are available to all children regardless of their stage of development, gender, race or culture and where necessary staff should intervene to enable success.
- Resources and equipment are continually monitored to eliminate stereotyping.
- Food that is provided in the nursery respects any religious teachings and specific cultural needs.

All staff should:

- Examine their own attitudes towards children's behaviour and their expectations of what children will achieve.
- Make sure that their expectations of parents take account of their race, culture or ability without making generalisations and assumptions.
- Reinforce positive attitudes and images
- Avoid portraying cultures as if the individuals all have the same way of life e.g. Asian doctors
- Be aware that their presence is important in traditionally 'gender orientated dominated' activities e.g. construction play, to make the activity more accessible to girls.
- Be aware that their own attitudes / actions should demonstrate positive gender roles in the nursery e.g. boys/men can be caring, girls/women can be strong
- Staff must actively discourage derogatory name-calling.
- Avoid 'tokenistic' teaching styles.
- Staff should show children how to use multi-cultural resources to avoid giving children the idea that resources such as Chinese bowls are exotic.
- Staff should be actively involved in In-Service training to maintain a high standard of practice in relation to equal opportunities.

All adults are made aware of this policy and welcomed to contribute to its review and development through the role of parent governors.

Links to other policies / documentation

- Statutory Framework for EYFS DFE 2014
- Development Matters in the Early Years Foundation Stage 2012
- Primary National Strategies Document ' Supporting children learning English as an additional language' 2007
- Central Nursery School Vision and Aims Leaflet
- SEN Policy
- EAL Policy
- Anti bullying policy
- Behaviour Policy

Approved on behalf of Central Community Nursery School by:

Head Teacher Signature:

Date:

Chair of Governors Signature:

Date: