

Equal Opportunities and Special Needs Policy

Statement of Intent

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their 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. At The Green Umbrella Pre-school and Nursery we provide an environment in which all children, including those with special or individual educational needs, are supported to reach their full potential.

Aim

- We provide a safe and secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- We include and value the contribution of all families to our understanding of equality and diversity
- We provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- We improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity through training and research.
- We make inclusion a thread that runs through all of the activities of the setting and all children are included in activities suited to their level of development.
- Our practitioners to help support parents/carers and children with special educational needs (SEN) with the help of outside agencies if required.
- We work in partnership with parents/carers and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.
- We ensure our provision is inclusive to all children with special educational needs.
- We have regard for the DfES Special Educational Needs Code of Practice (2001).
- We aim making children feel valued, have confidence, self esteem and feel good about themselves.

The legal framework for this policy is:

- The Equality Act 2006
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976,1986
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001
- Statutory Framework for the EYFS

Method

- We have a designated member of staff for INCO and SENCO

- To ensure our policy and procedures remain effective we will monitor and review them annually or as needs of the setting change to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.
- We aim to 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 work closely with parents/carers of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents/carers are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents/carers with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) or Play Plans for children with special educational needs.
- We provide in-house training for parents/carers, staff and volunteers.
- We offer staff specialist training from outside agencies such as makaton
- We provide a complaints procedure.
- We have an admissions policy which is a fair system
- We ensure that all parents/carers are made aware of our equality and diversity policy and all other relevant policies.
- 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
- We will access information in as many languages as possible.
- We take action against any discriminatory behaviour by staff or parents/carers.
- We have space on the registration form for individual needs
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.
- 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 through the disciplinary procedure.
- We positively reflect the widest possible range of communities in the choice of resources.
- We avoid stereotypes or derogatory images in the selection of books or other visual materials.
- We celebrate a wide range of festivals and encourage families to contribute to this.
- We create an environment of mutual respect and tolerance.
- We differentiate the curriculum to meet children's special educational needs.
- We help children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- We ensure that children learning English as an additional language, have full access to the curriculum and are supported in their learning.
- We ensure that children speaking languages other than English are supported in the maintenance and development of their home languages.
- We work in partnership with parents/carers to ensure that the medical, cultural and dietary needs of children are met.

Valuing diversity in families

- 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 in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

Selection of Staff

Staff will be selected not only on the basis of qualifications and/or experience, but their personal qualities and their positive approach and support of both children and parents/carers. Nobody will be employed who it is thought would adversely influence the children in the development of their awareness of gender, race, religion or culture. A gentle, positive approach is required. 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. All job descriptions include a commitment to valuing equality and recognising and respecting diversity as part of their specifications.

Training

We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish. We use information gained from training to update our policies, procedures and practice.

Curriculum and environment

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. The environment should be accessible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably we will try to make reasonable adjustments to accommodate the needs of disabled children and adults.

Other related documents: **Registration Form**
 Admissions Policy
 Special Needs Policy
 Inclusion Policy

All policy documents are subject to regular review
This policy was reviewed: May 2011