



Equality, Inclusion and Diversity policy (including Special Educational Needs)

Statement of intent

Our pre-school is committed to providing equality of opportunity and anti-discriminatory practice for all children and families, to providing an environment in which all children are supported to reach their full potential and to supporting children with learning difficulties and disabilities.

We will do this with regard to the SEN code of practice:
www.teachernet.gov.uk/wholeschool/sen/sencodeintro/

Aim

We aim to:

- Meet the needs of individual children
- Include, value and support all children, including those that are disabled or have special educational needs and make reasonable adjustments for them
- Work closely with parents and other agencies
- Review monitor and evaluate the effectiveness of inclusive practices
- Promote and value diversity and difference
- Challenge inappropriate attitudes and practices
- Encourage children to value and respect others

Methods

Special Educational Needs

- We work in partnership with parents and other agencies in meeting individual children's needs
- Our key worker system ensures that each adult is specifically responsible for and close to a small number of children, so each child receives plenty of adult time and attention.
- We provide a statement showing how we provide for children with SEN/disabilities.
- We ensure that the provision for children with SEN/disabilities 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 our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education; eg. Through their development folder
- We provide parents with information on sources of independent advice and support.

- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We provide a complaints procedure.
- We ensure all information regarding SEN/disabilities is treated in a confidential manner.
- Fiona Brown is the Special Educational Needs Co-ordinator for the setting and will attend regular training.

Admissions

- Our pre-school is open to all members of the community, regardless of religion, race, disability, means or ability – see: Admissions Policy

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- 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 equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality and diversity.

Curriculum

The curriculum offered in the pre-school encourages children to develop positive attitudes 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 Curriculum is managed by Karen Hardwick, Early Years Professional.

We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- helping children to understand that discriminatory behaviour and remarks are unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities; and
- ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

Valuing Diversity in Families

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the pre-school.
- We encourage parents/carers to take part in the life of the pre-school and to contribute fully.
- For families who have a first language other than English, we value the contribution their culture and language offer.
- We offer a flexible payment system for families of differing means.

Food

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

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the pre-school.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about access to the meetings.

This policy was adopted at a meeting of Streatley Hill Pre-school Group

Held on (date)

Signed on behalf of the pre-school