



## **Equality of Opportunities and Inclusion 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 St. Mark's Pre-school we provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

### **Aim**

- We provide a 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
- We make inclusion a thread that runs through all of the activities of the setting
- **We have regard for the Dcsf Special Educational Needs Code of Practice (2001).**
- We ensure our provision is inclusive to all children with special educational needs.
- We provide practitioners to help support parent/carers and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parent/carers and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

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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

## **Method**

### **Special Educational Needs**

- **We designate a member of staff to be Special Educational Needs or Inclusion Co-ordinator (SENCO/INCCO) and give her name to parents. Our SENCO/INCCO is Michelle Osborne**
- 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 use a graduated response system for identifying, assessing and responding to children's special educational needs.
- We work closely with parent/carers of children with special educational needs 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.
- We provide parents 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 provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual play plans for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Statementing process.
- We provide resources (human and financial) to implement our special educational needs policy.
- **We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views and inspections. This information is collated, evaluated and reviewed annually.**
  - Our INCO will attend, whenever possible, training on special needs arranged by professional bodies.
- We provide a complaints procedure.

- We monitor and review our policy annually.

### **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 ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

### **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.

### **Festivals**

Our aim is to show respectful awareness of all major events in the lives of the children and families in the Pre-school and in society as a whole.

In order to achieve this:

- We aim to acknowledge all the festivals that are celebrated in our area and/or by families in the Pre-school.
- Without indoctrination in any specific faith, children will be made aware of the festivals which are celebrated by their own families or others and will be introduced, where appropriate, to the stories behind the festivals.
- Children will become familiar with and enjoy taking part in a range of festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

### **Discriminatory Behaviour/Remarks**

Any discriminatory language, behaviour or remarks by children, parent/carers or any other adults are unacceptable in the Pre-school.

### **Language**

Basic information, written and spoken will be clearly communicated in languages as appropriate. Children and parent/carers who have English as a second or additional language will be valued and their languages recognised and respected in the preschool.

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## **Food**

- We work in partnership with parent/carers to ensure that the medical, cultural and dietary needs of children are met.
- 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.

## **Meetings**

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation (if required) - to ensure that all parent/carers have information about and access to the meetings.

## **Monitoring and reviewing**

- To ensure our policy and procedures remain effective we will monitor and review them annually to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure.

Signed: \_\_\_\_\_

Policy Date: \_\_\_\_\_

Review Date: \_\_\_\_\_