



## Equal opportunities

We follow the Equality Act 2010 which came into force on 1<sup>st</sup> October 2010 with its aim to streamline and simplify the way in which discrimination is legislated.

### Statement of intent

The setting takes great care to treat each individual as a person in their own right, with equal rights and responsibility to any other individual, whether they are an adult or child. Discrimination on the grounds of sex, race, religion, colour, creed, marital status, ethnic or national origin, or political belief, has no place within this setting. Should any person believe that this policy is not totally complied with, it is their duty to bring the matter to Arvinder Brar (Director).

The Setting practitioners are committed to:

- Encouraging positive role models, displayed through role play, resources, imaginary play and activities that promote non-stereotyped images. Books will be selected to promote such images of men and women, boys, girls and multicultural books.
- Encouraging children to join in activities, i.e. dressing up, home corner, creative area, book corner and outdoor area.
- Regularly review childcare practice to ensure the policy is effective.
- The setting aims to ensure that individuals are recruited, selected, trained and promoted based on occupational skills requirement. In this respect, the setting will ensure that no job applicant or employee will receive less favourable treatment on the grounds of age, gender, marital status, race, religion, colour, cultural or national origin or sexuality, which cannot be justified as being necessary for the safe and effective performance of their work or training.

### Service provision

No child will be discriminated against on the grounds of gender, race, religion, colour or creed. Children designated disabled or disadvantage will be considered for a place, taking into account their individual circumstances and the ability of the setting to provide the necessary standard of care, ensuring support from external bodies is accessed to enable equality of provision for all. The setting will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups. We strive to promote equal access to services by taking practical steps such as ensuring access to disabled people and producing material in relevant languages and media.

### Recruitment

In recruiting new staff Application forms will not include questions that potentially discriminate against the grounds specified in the statement of intent.

At interview, no questions will be posed which potentially discriminate against the grounds specified in the statement of intent. All candidates will be asked the same questions and be given the opportunity to receive feedback on the reasons if they were not successful.

### Staff

All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviors and attitudes which are oppressive or discriminatory on the grounds as specified in this policy. All staff is expected to participate in equality and inclusion training.



## **Training**

The Setting recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. The Setting will strive towards the provision of inclusion, equality and diversity training for all staff on a regular basis.

## **Early learning framework**

Early learning opportunities offered in the setting encourage children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Making children feel valued and good about themselves
- Ensuring that all children have equal access to early learning and play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect and empathy
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Ensuring that all early learning opportunities offered are inclusive of children with learning difficulties and/or disabilities and children from disadvantaged backgrounds
- Ensuring that children whose first language is not English have full access to the early learning opportunities and are supported in their learning.

## **Food**

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

We will help children to learn about a range of food and cultural approaches to mealtimes and to respect the differences among them.

## **SENCO**

All children have the right to be educated and develop their full potential alongside each other. It is a positive experience to be able to share the same opportunities and overcome any difficulties together.

We aim to provide a welcome and appropriate learning opportunity, for all children.

Children with special needs are admitted to the setting after consultation between parents, keyworker, and SENCO (Special Educational Needs Co-Ordinator). Our aim is to provide for the developmental needs of each child in the setting and all children in the setting, irrespective of their special needs, are encouraged wherever possible and appropriate, to participate in all activities.

Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.

The needs and progress of children who have special educational needs are monitored by the setting's special educational needs coordinators. Our key-worker system ensures that each adult is responsible for a group of children.

We work closely with the parents of all the children in the group to ensure that:

- The group draws upon the knowledge and expertise of parents in planning provision for the child.
- The child's progress and achievements are shared and discussed with parents on a regular basis.



- Parents know the identity of the group's special educational needs coordinators.
- Parents are aware of the arrangements for the admission and integration of children with special educational needs
- If it is felt that a child's needs cannot be met in the setting without additional personnel and/or equipment, funding will be sought to ensure that provision is appropriate to the child's needs.
- We work in liaison with relevant professionals and agencies outside the group to meet children's specific needs.
- Our staff attend whenever possible training on special needs.
- Links between the Setting and external support services, including the local authority.

### **Aims**

- To employ a special educational needs coordinator (SENCO) who is experienced in the care and assessment of children with special needs.
- To assess each child's specific needs and adapt our facilities as appropriate
- To liaise with other agencies, including the health and education authorities and seek advice, support and training
- To develop and maintain a core team of staff who are experienced in the care of children with special needs.
- To ensure that all children are treated as equals and are encouraged to take part in every aspect of the Setting day
- To promote positive image of those with special needs wherever possible.
- Responsible Person (SENCO): Nicole Ruse

The SENCO works closely with all staff to make sure they are in place to do their SEND support plan, implement, monitor, review and evaluate the special needs policy of the setting, always making sure plans and records are shared with parents.

### **What we believe:**

- The setting believes that all children have a right to experience and develop alongside their peers no matter what their individual needs.
- Each child's needs are unique therefore any attempt to categorise children is inappropriate. Children learn from interacting with other children and by giving them these experiences children with special needs can be educated and develop along side.
- The setting is committed to working alongside parents in their provision for their child's individual needs, to enable us to help them develop to their full potential. The setting is committed to work with any child who has a disability to enable the child to make full use of the setting's facilities.

All children with special needs have the right to a broad and well-balanced education. We feel it is paramount to find out as much as possible about the particular child's condition at first and the way that affects his/her educational needs by:

- Liaising with the child's parents.
- Liaising with any professional agencies.
- Reading any reports that have been prepared.
- Attending any review meetings with the local authority.
- Regular monitoring of observations done on the child's development

