



## **Inclusion, Equality and Diversity Policy**

### **Statement of intent**

We seek to provide an environment in which all children are included, valued, respected and supported to reach their full potential. We strive to meet all needs and make reasonable adjustments to enable access and opportunity. Our nursery is committed to valuing diversity and difference.

We ensure equality of opportunity and anti-discriminatory practice for all children and families, as well as staff members, students and volunteers. Any inappropriate attitudes and practices will be challenged.

We have a named Inclusion Officer, who acts as a Special Needs Coordinator (SENCO) and leads in the areas of Behaviour, E.A.L., More able/ Gifted and Talented and SEN. It is Kayleigh Wadsworth and she has had the following training:

The role of setting based Senco (2<sup>nd</sup> and 3<sup>rd</sup> November)

The Designated Person for Safeguarding is responsible for ensuring the needs of Looked After Children are met.

This policy covers these groups.

Their role is to:

- model excellent practice in these areas
- act as an advocate for the children
- support staff and parents with these areas
- oversee and make recommendations for adaptations to meet needs
- make referrals when necessary and liaise with external outside professionals
- oversee the implementation of this and all related policies and to constantly evaluate the effectiveness of our practice.

All practitioners must ensure they meet individual's needs, including all those listed below. They should seek advice in staff supervision meetings. Everyone has a responsibility to challenge and report to the manager any practice they think is not in the spirit of this policy or not meeting our statement of intent. This will inform the annual review of this policy.

### **Inclusion and Diversity:**

- We provide a secure environment in which all our children, staff and parents can flourish and in which difference is celebrated and all are valued, respected and supported regardless of ability, needs, circumstances, ethnicity/culture, home language, religion, gender or sexuality.
- 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 and celebrate diverse ethnic, cultural and religious groups and people.
- We make inclusion a thread which runs through all the activities of the Nursery, including the curriculum planning and the resources we use.
- The curriculum, particularly PSED teaches all children to respect and value each other.
- We seek to improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity and difference and encourage all

practitioners to challenge any practice that they feel is not meeting the statement of intent or spirit of this policy.

The legal frameworks for this policy are:

Special Educational Needs and Disability Act (SENDA) September 2002

Safeguarding Vulnerable Groups Act 2006

Race Relations Act 1976

Race Relations Amendment Act 2000

Sex Discrimination Act 1986

Childcare Act 2006

Children Act 2004, section 52.

The Equality Act 2010

### **Admissions**

Our nursery is open to all members of the community. Please see the criteria in our separate Admissions Policy.

### **Employment**

- Posts are advertised and all applicants are judged against explicit and fair criteria. These criteria include the sufficient understanding and use of English, as set out in the statutory EYFS framework 3.25.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and other checks including a Criminal Records Bureau check. 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 anti-discriminatory and inclusive practices, which enable all children to flourish.
- We are mindful of equality in staff training opportunities and it is planned against set criteria, ensuring equality.

### **Curriculum**

The curriculum offered in the nursery 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.

We do this by:

- creating an environment of mutual respect and tolerance, making children feel valued and good about themselves
- ensuring that children have equality of access to learning
- we recognise the importance of communication in meeting children's needs. Practitioners use talk to engage and enthuse children, to skilfully question prompting and developing their thinking, to extend their language and to model good communication
- recognising the different learning styles of everyone, making appropriate provision and content within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities
- positively reflecting the widest possible range of communities in the choice of resources
- avoiding stereotypes or derogatory images in the selection of books or other visual materials
- celebrating a wide range of festivals
- 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 disabilities, for those whose home language is not English, or who are more able.
- ensuring that Health, Education and Care Plans or Health Care Plans/ risk assessments are made for SEN and LAC.
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning of English as well as developing their home language in play.
- recognising that and providing good role models of language are vital to the child's language development, as well as using visual clues and gesturing, with repetition. We will also systematically expand vocabulary.
- being resourced well and having key labels translated to reflect home languages and to support children's language acquisition.
- identifying through observations and interactions individual's strengths and interests and planning accordingly. We are aware these can be transient at this age.
- providing sufficient challenge to all children, particularly those who show a high skill level or who are 'more able' in any aspect of their learning, ensuring they are recognised and extended.
- having regard for the DfES Finding and Exploring Young Children's Fascinations – Strengthening the Quality of Gifted and Talented Provision in the Early Years 2010.

### **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 into the nursery.
- We encourage parents/carers to take part in the life of the nursery and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion, including the use of translators when necessary.

### **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, and of cultural approaches to mealtimes and eating and to respect the differences among them.

We are committed to providing quality provision for all children and their families. There are some 'groups' of pupils whom we think about specifically to ensure we meet their needs. These are identified below.

### **How we recognise, support and meet the needs of children with Special Educational Needs (SEN)/Disabilities:**

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- We implement the DfE Special Educational Needs Code of Practice 2001.
- We include all children in our provision. Everyone is treated with respect and valued. We will make reasonable adjustments to activities, equipment and provide input to support and meet individual needs.
- We provide practitioners to help support parents who have children with special educational needs (SEN)/disabilities or have needs themselves.
- We identify the specific needs of children with SEN/disabilities and meet those needs through a wide range of strategies. For example, we seek external advice and implement specific learning programmes, we adjust seating for children with a hearing loss or eyesight issue, we plan activities to develop skills as necessary and adjust to enable access and participation.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision in monthly supervision staff meetings and, if necessary, we adjust this.
- The Inclusion Officer also acts as the Special Educational Needs Coordinator (SENCO) and give their name to parents.
- The suitable provision for children with SEN/disabilities is the responsibility of all practitioners in the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment and equipment is, as far as possible, suitable for children with disabilities, and make reasonable adjustments wherever possible.
- 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.
- 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 use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We provide a broad and balanced curriculum, differentiated for children's individual needs. We write Individual Education Plans (IEP's) for a child, which collates monthly targets and reviews those targets. These may be discussed at additional meetings to the supervision meetings.
- We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, considering their levels of ability.
- We provide resources (human and financial) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialities the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.

### **How do we recognise, support and meet the needs of children with Health, Education and Care plans?**

*Children who have long term medical conditions and who may require ongoing medication **must** have a long-term medicine form in place.*

- We carry out a risk assessment for each child with a long-term medical condition that requires on-going medication. This is the responsibility of our manager alongside the key person alongside the registration forms. Other medical or social care personnel may need to be involved in the risk assessment.
- Parents will also contribute and agree the risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions, key staff will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly. The training needs for staff form part of the risk assessment.
- The risk assessment includes arrangements for taking medicines on outings and advice is sought from the child's GP if necessary where there are concerns.
- A long-term medicine form and an alert card for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other adults who care for the child. Key information should be shared via the 'Children's Information Chart' displayed in the room.
- The health care plan should include the measures to be taken in an emergency.
- We review the long-term medicine form every six months, or more frequently if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.

**How we recognise, support and meet the needs of children with English as an Additional Language (EAL):**

- We recognise that bilingualism is an asset, and the first language has a continuing and significant role in identity, learning and the acquisition of additional languages.
- We ensure opportunities and encourage children to develop their home language as well as learning English, as we recognise that language acquisition skills are easily transferred across languages and learning two (or more) languages will strengthen the child's ability.
- We have used and refer to 'Supporting children learning English as an Additional Language: Guidance for practitioners in the Early Years Foundation Stage' to provide appropriately for their needs.
- We create a culture that values and celebrates the languages spoken by children in the nursery.
- We provide resources to enable children to enjoy the home language in nursery.
- We recognise the need for good role models of English.
- We ask parents to translate key words and phrases.
- We ensure some labels on displays and resources or areas are in languages represented in the nursery.
- We try to staff the nursery reflecting the languages spoken to support children.
- Staff understand that children may; mix two languages in one sentence, which we will acknowledge and then repeat back modelling the phrase with correct English and grammar; may go through a 'silent' (but not passive) phase as they listen to English, in which staff will expect a response but not pressure the child and will use and encourage gestures and non-verbal communication; and may go through a phase of not wanting to use their home language, when it is important that parents continue to use their home language at home. These are not a cause for concern.
- If we are concerned, for example, if children are having difficulties understanding or using their home language as well as in English, or if after four months they have not begun to use/ understand English, or if they have a history of hearing difficulties or find it hard to interact non-verbally, then we will seek parental support, raise our concerns and seek further support and advice.

**How we recognise, support and meet the needs of children who are more able/Gifted and Talented (G&T):**

- We recognise that very young children often possess sophisticated thinking skills and creativity. We aim to nurture those unique skills, interests, aptitudes and passions.
- We identify children who are significantly ahead of their age group in one or more areas as 'more able' or 'gifted and talented'.
- We will create an environment in which all children can discover and gain confidence in their own capacity for learning, by providing rich opportunities which inspire and engage.
- We will work closely with parents and listen to the voice of the child to gain insights into children's emerging capabilities, gifts and talents and plan to develop these further.

**How we recognise, support and meet the needs of children who are Looked After Children (LAC):**

Children and young people become 'looked after' if they have been taken into care by the local authority or have been accommodated by the local authority (a voluntary care arrangement). Most LAC will be living in foster homes, but a small number may be in children's home, living with a relative or even placed back at home with their natural parent(s).

We are aware that there are a range of reasons why children may be taken into care. These reasons may or may not include abuse or traumatic experiences. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being. We therefore treat each child as an individual.

The designated person for 'Looked After Children' is the Safeguarding Officer. All children are allocated a key person and agencies etc. will liaise in the first instance with the key person and the Safeguarding Officer where appropriate.

- We are committed to doing all we can to enable 'looked after' children in our care to achieve and reach their full potential.
  - We promote secure attachments in children's lives as the basis for resilience.
  - An individual 'education and care plan' will be drawn up with all professionals and persons involved in the care of the child to enable their unique needs to be best met. (This is the same format as the IEP, designed to enable very individual planning for individual needs.)
  - We will have regular contact with the child's social worker and foster carers or person responsible for the child.
- All policies are reviewed at least annually. This policy was reviewed November 2022 by Kayleigh Wadsworth
  - This policy meets the EYFS Statutory Framework Intro 3; 1.7, 3.26 and 3.7.