

**Equality of Opportunities Policy**

**Policy Statement**

We fully acknowledge and support that all children, irrespective of ethnicity, culture or religion, home, language, family background, learning difficulties or disabilities, gender or ability should have the opportunity to experience an enjoyable and challenging learning environment.

We encourage the individual uniqueness of each child and ensure, through non-discriminatory, inclusive practices throughout the Pre-school, that each child continues to develop esteem and respect for themselves and respect and tolerance for all others around them.

We are committed to ensuring equality of opportunity for all and we have always embraced the diversity and differences of our families. This continues to be reflected and promoted in our practice.

**Admissions Policy**

* We operate an entirely non-selective admissions procedure
* We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background
* We do not discriminate against a child with a disability or refuse a child entry to our setting because of any disability
* We aim to make our equal opportunities policy widely known
* All prospective families/carers are welcome to visit the Pre-school and, should they wish to, complete an admission form
* A waiting list is in operation, the child will be placed on the waiting and will be allocated a place in the following order of priority, when a place is available.

Those that have been on the waiting list longest

Siblings

Families will be notified well in advance to confirm if they wish to take up the sessions offered to them and if so, comprehensive information forms will be sent for completion prior to admission

These forms give families the opportunity to tell us about the individual needs and requirements of their child - their likes and dislikes, any cultural or dietary needs, allergies, medical information or treatment we should be aware of. We can therefore plan for the individual needs of all children attending the Pre-school

**Employment**

* The recruitment of staff is the responsibility of the Pre-school manager Hayley Culverwell
* Should a post become available, posts are advertised and all applicants are judged against explicit and fair criteria
* We do not discriminate in any way at any point of the recruitment process
* 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 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

**Training**

* We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable our children to flourish
* We review our practices to ensure that we are fully implementing our policy for equality, diversion and inclusion

**Meeting the Individual Needs of Our Children**

All children are individuals and therefore have different needs at different times. This ethos is at the heart of the Framework for the Early Years Foundation Stage and to ensure these needs are met, we follow the statutory requirements (as defined in the above document) in conjunction with those outlined in the Special Educational Needs Code of Practice 2001.

We provide for children between the age of two and a half and five years old. To ensure all children have equal opportunity within our learning environment, the Pre-school has a variety of equipment to meet their needs.

* We use different sized tables and chairs
* Low-level I.T. equipment for ease of use
* Right and left handed scissors for craft
* Low-level access to jigsaws, books and information boards to encourage choice and independence
* A range of easily accessible, multi-cultural items reflecting the diversity of our community - dressing-up clothes, jigsaws, books, a well-equipped corner with a range of ethnic dolls, clothing, plastic foods and disability toys
* Male and female toilets equipped with movable steps to encourage independence and good hygiene practice
* Although we acknowledge that not all children with a disability have a special educational need we have regard for the Disability Discrimination Act (1995) and will make reasonable adjustments to include all children and their families
* Wheelchair access for both children and adults
* Special mobility toys to develop physical co-ordination
* Quiet areas with minimal visual stimulation for children who need this

Our curriculum is carefully planned on a weekly basis to ensure that the Six Areas of Learning and Development (as specified in The Early Years Foundation Stage) are covered. These six areas are all connected to one another and are equally important.

* 1. Personal, Social and Emotional Development
  2. Communication, Language and Literacy
  3. Problem Solving, Reasoning and Numeracy
  4. Knowledge and Understanding of the World
  5. Physical Development
  6. Creative Development
* All parents/carers are welcome to view the weekly plans which are available in the office however Newsletters are sent out at the beginning of each half-term outlining the themes, topics and activities we will be exploring during that period
* Regular, written observations on all children are made by staff throughout their session, thereby recording the individual progress a child is making. From this, effective individual **differentiation of provision** for each child can be planned, ensuring that each child can develop their skills in the most appropriate way. By monitoring progress individually, we can best effect early identification and response to needs which might lead to development or learning difficulties. [EYFS 2:19, 2:;20]

The Special Educational Needs Co-ordinator

The Special Educational Needs Co-ordinator (SENCO) is Jennifer Slade

The definition of her role and responsibilities is defined in SENCoP 4:15

Provision for Children with Special Educational Needs

As a registered provider of sessional pre-school care, we are required by law to ensure that we follow the Special Educational Needs Code of Practice 2001[SENCoP]. We are committed to supporting children identified as having special needs by;

* Listening and supporting the views of the child and parents
* Involving parents from the earliest opportunity and to the fullest extent
* Contacting and co-ordinating any appropriate external specialist support that may be needed
* Adapting learning tools and resources within the Setting to cater for the special needs of the individual

Should a child monitored through differentiated learning opportunities appear not to be making progress, it may be necessary to present different opportunities or use alternative approaches to learning.[SENCoP 4:8, 4:9]

Initially and with the full knowledge, consultation and involvement of the parents a **graduated response** will be made as follows.

1. The SENCO will approach **Early Years Action** for preliminary assessment and advice
2. If a child continues not to make satisfactory progress then additional advice and support from external agencies will be sought - this is known as **Early Years Action Plus**
3. Should a child require additional or different learning opportunities, then an **Assess Plan Do Review** will be drawn up [SENCoP 4:27]. This is a planning, teaching and reviewing tool to provide a working framework for staff to help a child achieve short term goals. As goals are achieved, new **APDR’s** must be drawn up
4. Co-ordinating inter-agency communication to support the most appropriate and best possible care for the child in question.
5. Ensuring that other Providers are fully aware of all **APDR’s** and recommendations made by external professionals

Promoting Diversity and Difference

We actively encourage all children to share those things which they celebrate outside the Pre-school with us and whenever possible, to include their families as well. In addition to celebrating birthdays, we enjoy and discuss the different important festivals celebrated throughout the year - Christmas, Easter, Diwali, Eid, New Year and the Chinese New Year.

We place a very high value on working in partnership with our parents, children and their families and wherever possible, parents are encouraged and invited to join us at these times to share their knowledge and customs, thereby enriching the overall learning experience for the children. In this way children are able to embrace the diversity of their community and learn to respect the views, beliefs and cultures around them. In addition, our curriculum incorporates appropriate visual reinforcement by way of crafts, projects and information displays.

Promoting Positive Attitudes

At all times children are encouraged to adopt positive attitudes to both themselves and others. We emphasise the importance of sharing, caring for others, kindness and politeness. Good behaviour and positive attitudes are rewarded by verbal praise and achievement stickers.

Challenging Inappropriate Attitudes and Practices

Inappropriate behaviour or attitudes are challenged initially by explaining to the child that their behaviour is not acceptable, why it is not acceptable and what is expected of them. We do not use exclusionary methods however should unwanted behaviour continue, the child concerned will be directly under the supervision of a member of staff for the necessary time.

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| This Policy was adopted on (date) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Signed By\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date to be reviewed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |