



Equal Opportunities 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, disability or SEND.

Our Pre-School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

At Churchill Pre-School we strive to value everyone and to ensure that all children have equal access to the various activities that take place. Through our ethos, attitudes, management and organisation we endeavour to provide equal opportunities for all. We undertake to ensure that resources and materials are appropriate and non-discriminatory, and relate to the needs and aspirations of all children irrespective of gender, race, disability, creed and social background.

In addition to our commitment to inclusion, Churchill Pre-School accepts that there are legal requirements in relation to inclusion and equality of opportunity. Through our Equal Opportunities Policy we demonstrate how we meet the following duties and requirements to:

- Promote equality of opportunity in pre-school
- Eliminate discrimination that is unlawful
- Eliminate harassment
- Promote positive attitudes
- Encourage and increase participation in all aspects of pre-school life;
- Take steps to meet people's needs, even if this requires more favourable treatment.

We have a separate policy in relation to Inclusion which should be read together with this policy.

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 Pre-School
- We have regard for the Special Educational Needs Code of Practice (2015)

- We ensure our provision is inclusive to all children with special educational needs.

Method:

- We have two designated members of staff to be Special Educational Needs or Inclusion Co-ordinator (SENCO/INCCO) and give their names to parents. Our SENCO/INCCO are: **Danni King and Naomi Williams** and in the absence of either Danni King or Naomi Williams **Samantha Stone** will act as a designated member of staff to ensure inclusion co-ordination for our setting. All of these staff MUST attend regular inclusion training.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the Pre-School has to offer, e.g. additional languages
- If staff require additional training in order to support children accessing education and care at pre-school, Churchill Pre-School will make provision for this training e.g. providing Makaton trained staff
- **We train all staff in relation to SENCO and inclusion and we require all staff to be aware of how to identify children with SEND, and to take appropriate steps to support them**
- We have an open door policy, informal and formal opportunities to discuss children's needs and developmental progress with parents, we assess children's development on a termly basis and provide detailed feedback to parents
- Where children require SEND support we work with parents to agree a plan to support the individual child
- Where children have identified SEND we will work with the Local Authority designated setting SENCO and apply for top-up funding at the earliest opportunity. We will use the funding in a way agreed with parent to best support the individual child

In order to meet our legal duties, promote equality and inclusion in our pre-school and value diversity we follow these procedures:

Curriculum and environment

The curriculum offered in the Pre-School 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. The EYFS is an inclusive curriculum and makes provision for all children of varying abilities, with provision for reasonable adjustments as necessary. At Churchill Pre-School we take inclusion seriously and seek to provide a curriculum and environment which is fully inclusive for all.

The environment should be accessible for all visitors and service users. If access to the Pre-School is found to treat disabled children or adults less favourably we will try to make reasonable adjustments to accommodate the needs of disabled children and adults.

We do this by:

- Ensuring that everyone who enters the Pre-School receives a friendly welcome.
- Making children feel valued and good about themselves.
- Encouraging children to recognise their own unique qualities and the characteristics they share with other children.
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials.

- Creating an environment of mutual respect and tolerance.
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages
- Showing particular awareness of and sensitivity to the needs of children learning English as an additional language, use their home language where appropriate and ensure close teamwork between practitioners, parents and bilingual workers so that the children's developing use of English and other languages support each other.
- Planning an environment that is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and songs that take into account children's different interests, understandings, home backgrounds and cultures.
- Showing particular awareness of, and sensitivity to, the needs of children learning English as an additional language. Use their home language when appropriate and ensure close team work between practitioners, parents and bilingual workers so that the children's developing use of English and other languages support each other.
- Displaying appropriate words from home languages used by children in the Pre-School and invite parents and practitioners to contribute to them.
- Including resources from a variety of cultures to stimulate new ideas and different ways of thinking
- Actively promoting equal opportunities and anti-discriminatory practice, ensuring that all children and families feel included safe and valued
- Talking with parents about their children's progress and development, providing appropriate support for those who do not speak or understand English
- We provide time and opportunities for children with physical disabilities, motor impairment, hearing or visual impairments to develop physical and creative skills, working in partnership with relevant specialists such as physiotherapists and occupational therapists
- We give accurate information which challenges cultural, racial, social and gender stereotypes

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 Pre-School.
- We encourage parents/carers to take part in the life of the Pre-School and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

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 have systems in place to identify children with or at risk of food allergies and intolerances. We monitor closely the food eaten by all children and prevent children with allergies from contact with such foods.

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 (if required) - to ensure that all parents have information about and access to the meetings.
- We operate an open door policy and are happy to offer individual arrangements to parents to enable them to be fully informed of activities, initiatives and events at Pre-School, including opportunities to become involved in the Pre-School Committee.

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 and have a complaint log in place for serious concerns/complaints (see complaints policy).

The legal framework for this policy is:

- The Equality Act 2010
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001
- Human Rights Act

Guidance and Codes of Practice:

- The SEND code of Practice 2015

Policy Date: 1st April 2016

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