



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

### **Statement of intent**

Our setting is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from ethnic heritage, social and economic background, gender, ability or disability.

### **Aim**

We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all of the activities of the setting.

### **Methods**

In order to meet our legal and moral duties, promote equality and inclusion in our setting and to value diversity we follow these procedures;

#### *Admissions*

Our setting is open to all members of the community.

- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- On request we will endeavour to provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- 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 reasons relating to a disability.

- We will develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly racist insignia, distribution of racist material, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

### *Employment*

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcomed 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 a successful DBS 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 review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.

### *Curriculum and Environment*

The curriculum offered in the setting 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 environment is accessible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably then reasonable adjustments will be made to accommodate the needs of all.

We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;

- 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
- creating an environment of mutual respect and tolerance;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

#### *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.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

#### *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.

#### *Inclusion and Disability Access Plan*

As part of our equal opportunity policy, we may need to make adjustments to our setting to accommodate an individual child. We will not treat a child less favourably for reasons relating to disability and we will take all reasonable steps to ensure that children with disability are not disadvantaged. We will discuss the needs of an individual child with the parents/carers and make every effort to support them as necessary. This may involve

- Physical improvements to increase access
- Extending the provision of information to different formats

Each of these areas will be planned for the short, medium and long term to help support the needs of the child.

### **Identifying barriers to access**

We recognise that changes may need to be considered to accommodate an individual with a disability. The following list demonstrates some of the areas where change may be needed.

This list is not exhaustive.

- Reorganising the layout of the room/outdoor space
- Adding a hearing loop
- Changing the colour of door frames e.g. adding fluorescent strips
- Making printed matter available in large print format
- Widening pathways
- Adding ramps to exits and door to outside play area
- Reviewing emergency evacuation procedures
- Adding fire alarms with both visual & auditory components

### **Inclusion**

#### **Statement of intent**

We provide an environment and good quality educational experience to all children and ensure they are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs and Disability Code of Practice: 0-25 Years (2014).
- We have regard for the Disability and Discrimination Act 2005 (DDA) to ensure we are meeting the relevant Special Education and Disability needs of both staff and children
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs.
- 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 parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

#### **Identification of special needs**

A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age; or
- b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) is under five and falls within the definition at (a) or (b) above or would do if special educational provision were not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of the home is different from the language in which he or she is, or will be, taught.

Special educational provision means:

- a) for a child over two, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area
- b) for a child under two, educational provision of any kind.

Children might be described as having SEN for many different reasons – a physical disability, a language or communication difficulty, behaviour or emotional difficulty, or delayed development. For some children this may be a temporary difficulty. The aim of early identification of SEN is to alleviate individual difficulties so children no longer have such significant needs. SEN is a pragmatic term used to define the steps we are adopting, rather than being used to 'label' a child.

### Aims

- To have regard for the DfES Special Educational Needs and Disability Code of Practice: 0-25 Years (2014) (Department for Children, Families and Schools) for the Identification and Assessment of SEN.
- To ensure we do not discriminate against disabled employees, job applicants or children because of their disability.
- To include all children in our provision. Children who are identified as having a special need will be encouraged, as far as possible, to use the facilities, activities and play equipment alongside their peers, to promote their welfare and development.
- To provide practitioners to help support parents and children with special educational needs/disabilities.
- To identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies.
- To work in partnership with parents and other agencies in meeting individual children's needs and to maintain a positive partnership.
- To monitor and review our practice and physical environment and, if necessary, make any reasonable adjustments suitable for children and staff with disabilities and special needs to allow for inclusion.

### Methods

- Our named Inclusion Co-Ordinator is Claire Bransby. She regularly attends SENCO meetings and training.
- We work closely with the parents of children with special needs to ensure that;
  - we draw upon their knowledge and expertise in the planning and provision for the child. This helps create and maintain a positive partnership.
  - the child's achievements and progress are shared and discussed with parents on a regular basis; this is also recorded, with evidence, in the child's file
  - parents are aware of the arrangements for the admission and integration of children with special needs.

- We provide a statement showing how we provide for children with SEN/disabilities.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- If it is felt that a child's needs cannot be met in the pre-school without additional personnel and/or equipment, funding will be sought to ensure provision is appropriate to the child's needs and we will seek advice from our Early Years Inclusion Advisor.
- We provide parents with information on sources of independent advice and support via the Broadwater Family Centre
- 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 may provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing Individual Learning Plans (ILPs) for children with SEN/disabilities.
- We use the key person system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
- We ensure the privacy of children with special educational needs when intimate care is being given.
- We ensure the effectiveness of our SEN/disability provision through the stages of the Early Years Action and then, if required, the Early Years Action Plus. We collect information from a range of sources e.g. ILP reviews, staff and Management meetings, parental and external agencies views, inspections and other comments. This information is collated, evaluated and reviewed regularly.
- We have a Behaviour Policy and an Equal Opportunity Policy that support our Special Educational Needs/Disability Policy.
- We monitor and review our policy annually.

This policy was agreed by the staff of Playhouse Pre-School Broadwater.

Adopted on 23<sup>rd</sup> April 2015 and will be reviewed annually.

Reviewed on 6<sup>th</sup> November 2025 by Z. Munford