

## Equality

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## **Valuing diversity and promoting inclusion and equality policy**

We are committed to ensuring that our setting is fully inclusive in meeting the needs of all children.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin, or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment and life outcomes.

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our setting. We aim to:

- promote equality and value diversity within our setting and foster good relations with the local community;
- actively include all families and value the positive contribution they make to our setting;
- promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms;
- provide a secure and accessible environment in which every child feels safe and equally included;
- Promote our British Values (see British Values Policy) of Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance,
- improve our knowledge and understanding of issues relating to anti-discriminatory practice,
- challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:
  - age;
  - gender;
  - gender reassignment;
  - marital status;
  - pregnancy and maternity;
  - race;
  - disability;
  - sexual orientation; and
  - religion or belief.
- where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the setting or need different things from the setting.

Agreed by the Committee of Longleaze Pre-School and Nursery at the AGM dated December 2021.

Signed by the Chairperson on behalf of the Committee.....

To be reviewed at the next AGM in November 2022

## **Admissions**

Our setting is open and accessible to all members of the community.

- We base our Admissions Policy on a fair system.
- We do not discriminate against a child or their family in our service provision, including preventing their entry to our setting based on a protected characteristic as defined by the Equality Act (2010).
- We advertise our setting widely.
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (where ever possible).
- We reflect the diversity of our community and wider society in our publicity and promotional materials.
- We provide information on our offer of provision for children with special educational needs and disabilities. (See our SEND policy)
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Inclusion and Equality Policy.
- We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by the setting.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents whether by:
  - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service;
  - indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
  - discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity
  - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
  - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation.
- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
- Displaying of openly discriminatory xenophobic and possibly offensive or threatening materials, name calling, threatening behaviour and/or expressing views that are contradictory to British Values are unacceptable on, or around, our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with our Parent/ Carer/ Visitor behaviour policy. Failure to comply may lead to the adult being excluded from the premises.

## **Employment**

- We advertise posts and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds, ethnicity, religions and cultures, and posts are open to all.

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- We may use the exemption clauses in relevant legislation 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 suitability checks. This ensures fairness in the selection process.
- All our job descriptions include a commitment to promoting equality, and recognising and respecting 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 our staff and volunteers to enable them to develop anti - discriminatory and inclusive practices.
- We ensure that our staff are confident and fully trained in administering relevant medicines and performing invasive care procedures on children when these are required.
- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.
- We ensure our staff are trained to understand and promote our British Values (see separate policy on British Values) to promote inclusivity, respect for others and self-confidence among the children in the setting.

### **Curriculum**

The curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence and self -esteem, empathy, equality, critical thinking and reflection.

We ensure that our practice is fully inclusive by:

- creating an environment of mutual respect and tolerance;
- modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- positively reflecting the widest possible range of communities within resources;
- avoiding use of stereotypes or derogatory images within our books or any other visual materials; celebrating locally observed festivals and holy days;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- ensuring that disabled children with and without special educational needs are fully supported;
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages
- choosing resources to give children a balanced view of the world and an appreciation of the rich diversity of our society
- selecting materials/ resources to help children develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people
- using resources which reflect diversity such as books, dolls, role play and equipment and provide activities to help children appreciate and value each other's' similarities and differences.

We will ensure that our environment is as accessible as possible for all visitors and service users. We do this by:

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undertaking an access audit to establish if the setting is accessible to all disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults. fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

### **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 mothers, fathers and other 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 encourage their full inclusion (for example staff training, key phrases learnt to communicate in emergency, bi language story books to share etc).
- We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented groups to use the setting.

### **Food**

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met where ever possible.
- 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. See snack policy

### **Meetings**

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and where resources allow in translation – to ensure that all mothers and fathers have information about, and access to, the meetings.

### **Monitoring and reviewing**

- So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet our overall aims to promote equality, inclusion and to value diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

### **Public Sector Equality Duty**

We have regard to the Duty to eliminate discrimination, promote equality of opportunity, foster good relations between people who share a protected characteristic and those who do not.

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## **British values policy**

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding (Government funding of free entitlement) we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

- *Democracy, or making decisions together* (through the prime area of Personal, Social and Emotional Development)
  - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
  - Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- *Rule of law, or understanding that rules matter* (through the prime area of Personal, Social and Emotional Development)
  - Practitioners ensure that children understand their own and others' behaviour and its consequence.
  - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- *Individual liberty, or freedom for all* (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
  - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
  - Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.
- *Mutual respect and tolerance, or treating others as you want to be treated* (through the prime areas of

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Personal, Social and Emotional Development, and Understanding the World) ○ Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

- Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
- Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
- Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.

In setting it is not acceptable to:

- actively promote intolerance of other faiths, cultures and races
- fail to challenge gender stereotypes and routinely segregate girls and boys ○ isolate children from their wider community
- fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

### **Prevent Strategy**

Under the Counter-Terrorism and Security Act 2015 we also have a duty *"to have due regard to the need to prevent people from being drawn into terrorism"* .

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## **Special Educational Needs and Disability (SEND) Policy**

The Children and Families Act 2014 requires local authorities to publish, in a single place, information on services and provision across education, transport, health and social care for children and young people aged 0-25 with special educational needs and disabilities (SEND). The purpose of this 'Local Offer' is to enable parents, carers and young people to see more clearly what services are available for children with SEND in their area and how to access them. The 'local offer' includes early years settings and all the information below forms our setting's current offer and shows how we have, for many years, provided for children with special educational needs and disabilities.

### **Policy Statement**

At Longleaze Pre-school and Nursery we support children with special educational needs and disabilities by providing an environment in which all children are supported to reach their full potential.

- We ensure our provision is inclusive for all children with special educational needs and disabilities.
- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We comply with the Statutory Framework for the Early Years Foundation Stage (July 2020) and the Equality Act 2010.
- We have in place a clear approach for identifying, responding to, and meeting children's SEN<sup>1</sup>.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

### **Procedures**

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is Beth Daniell.

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<sup>1</sup> This includes disabled children with special educational needs



- The SENCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Special Educational Needs and Disability (SEND) Policy, and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEN support to ensure early identification of children with SEN.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes
- We, where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources (human and financial) to implement our Special Educational Needs and Disability Policy.
- We ensure that all our staff are aware of our Special Educational Needs and Disability Policy and the procedures for identifying, assessing and making provision for children with SEN. We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of our special education provision via our website and or promotional materials.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

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- We provide a complaints procedure.
- We monitor and review our policy annually.

### **Identifying children with Special Educational Needs and Disabilities**

- On induction to our pre-school the SENCO and all parents share information about the strengths and needs of the child to create a positive partnership.
- On-going observational assessments are made of all children and are linked to the Development Matters in the Early Years Foundation Stage and the Statutory Framework for the Early Years Foundation Stage.
- We undertake a 'progress check at age 2' which supplies parents/carers with a short written summary of their child's development.
- Reports from health care professionals may identify a child's individual needs and we will include these in the child's learning and development.

### **Supporting children with SEND**

- Families will be supported for as long as it takes for their child to settle. We want all children to feel happy and safe with us.
- Where relevant, for example when a Health Care Plan is in place, an individual child specific risk assessment will be carried out.
- Our SENCO will work with all our staff to ensure our SEND provision is relevant and appropriate. We use the 'graduated approach system' for identifying, assessing and responding to children with special educational needs. This means using a step-by-step response through the various levels of intervention which are: discussion of a concern; targeted support; specialist support; and Education, Health and Care Plan (EHC).
- Our SENCO will explain how children's individual needs can be met by planning support using a written Individual Education Plan (IEP), My Support Plan, EHC or Health Care Plan.
- The Keyperson will oversee the IEP targets.
- IEP targets will be reviewed and new ones planned by the child's Keyperson, SENCO and parents.
- We access additional support from other professionals where necessary.
- Our SENCO will work with all other staff to ensure implementation of the IEP and subsequent continuity of care and education by everyone. • We ensure that parents are informed of your child's progress at all stages of assessment, planning, provision, monitoring and review.
- Learning Journals are available to view at any time and may be borrowed to take home.
- All documentation is kept securely to ensure confidentiality.
- Funding can be applied for to support your child.
- Our SENCO has completed specific SENCO training.
- Staff have attended training linked to specific needs and will attend further courses if required.

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## **Accessibility of the environment**

- We have a number of physical arrangements in our setting to ensure all children can move around safely and access activities. These include ramps at doorways and soft safety paving and Astroturf on our outside play areas.
- Resources are easily accessible by the children who have free choice.
- We will explain the limitations of the building and would make changes or adapt our facilities if possible.

## **Working with other professionals**

We have regular contact with the following professionals:

Early Years Inclusion Advisor ○ Early Years Advisory Teacher, Early Help Team, Health Visitors, SALT, Local Children's Centre Staff – family support workers, Social Workers.

Advice from professionals in other areas may be sought as a need arises, such as:

- Physiotherapist ○ Occupational Therapist ○ Common Assessment Framework (CAF) co-ordinator.

There are many other professionals who we can contact regarding a child's specific individual needs.

## **Moving on to school/or another setting**

- We hold transition review meetings to plan transition for a child into school/ other setting. As well as parents and pre-school staff, these could include foundation stage school teachers, school SENCO, receiving setting staff and relevant professionals.
- We share all documentation such as IEPs, My Support Plans, early year's assessments, and observations with the next school/setting.
- We invite receiving school/setting to visit our pre-school to familiarise themselves with, and observe, the child and to share information in partnership with parents.

## **Further information**

- The Keyperson is always available for advice and support in the first instance. There is a list of every child and who their Keyperson is in each building.
- Our Manager, SENCO are also available to offer advice.
- We can signpost parents to other professionals that may be able to help such as health visitor, speech and language therapist, children's centre and others.
- If a child's needs have been referred to a specific team we will be able to support parents in accessing these services.
- Wiltshire County Council Local Offer - [www.wiltshire.gov.uk/localoffer.htm](http://www.wiltshire.gov.uk/localoffer.htm) or email [customerservices@wiltshire.gov.uk](mailto:customerservices@wiltshire.gov.uk)

We operate an open door policy and our staff welcome families to visit our pre-school. We will aim to work together to include any child with special educational needs and disabilities.

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**Further guidance**

- Early Years Foundation Stage Statutory Framework (DfE 2020)
- Working Together to Safeguard Children
- Special Educational Needs and Disability Code of Practice
- Keeping Children Safe in Education (September 2021)

This policy will be monitored and reviewed annually. Last reviewed December 2021.