

## **Inclusion and Equal Opportunities Policy**

This policy represents the principles for Inclusion and Equal Opportunities throughout the preschool.

### Introduction

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of children's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this pre-school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

We follow the equality act 2010 where two core duties apply to our early years setting:

- Not to treat a child or an adult with a disability "less favourably"
- To make "reasonable adjustments" for children and adults with a disability

### Aims and objectives

Our aim is to be an inclusive pre-school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our pre-school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an Additional Language;
- children with Special Educational Needs;
- gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers and asylum seekers.
- Children looked after (CLA)

The Early Years Foundation Stage is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of children;
- providing other curricular opportunities outside the Early Years Foundation Stage to meet the needs of individuals or groups of children.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing children to live in a diverse society?

### Teaching and learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of children to ensure that all children are achieving as much as they can. We also make on-going assessments of each child's progress. Staff use this information when planning. It enables staff to take into account the abilities of all the children in the setting.

When the attainment of a child falls significantly below the expected level, staff enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, staff use appropriate resources and learning styles, and extend the breadth of work within the area or areas for which the child shows particular aptitude.

All staff are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Staff ensure children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;

- participate safely, in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

### Children with disabilities

Some children in our pre-school may have disabilities and consequently may need additional resources. Our pre school is committed to providing an environment that allows these children full access to all areas of learning. All our entrances are wide enough for wheelchair access, and the designated points of entry for our pre-school also allow wheelchair access.

All staff modify learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning staff ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

All staff ensure that the work for these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, visual aids;
- is adapted or offers alternative activities in those areas of learning where children are unable to manipulate tools or equipment, or use certain types of materials;
- includes approaches that allow hearing-impaired children to learn about sound and music, and visually-impaired children to learn about light using visual resources and images.
- uses assessment techniques that reflect their individual needs and abilities.

### Racism and inclusion

We are aware of the changes and follow the guidance in the Race Relations Amendment Act. The pre-school actively discourages bullying and name calling, the parents of both children would be informed immediately and we would discuss appropriate action.

The action needed if there is inappropriate practice or discrimination.

A member of staff would talk to the child and explain that the behaviour was unkind, we would take into the account the maturity of the child the parent of the child would be told of his/ her inappropriate behaviour and we would work together to redeem the situation.

### **Review**

The policy will be reviewed yearly, in May, and amendments and changes will be carried out in conjunction with the Pre School staff, through liaison by the Proprietor.