

Safeguarding and Welfare Requirement: Equal opportunities/ Special educational needs

Providers must have and implement a policy, and procedures, to promote equality of opportunity in children in their care including arrangements in place to support children with SEN or disabilities.

Valuing diversity and promoting inclusion and equality at St Clements Pre School LTD

Policy statement

Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families and we are committed to ensuring that our service is fully inclusive.

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 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.

At St Clements inclusion and equality are viewed as an intrinsic thread that underpins all areas of practice and provision. As a 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;
- Provide a secure and accessible environment in which every child feels safe and equally included;
- 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;
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- Make inclusion a thread that runs through all of the activities of the setting;

- 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 statement
 - 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.

EYFS themes and principles underpinning policy and practice. (= Learning and Development)

A Unique Child (UC)	Positive Relationships (PR)	Enabling Environments (EE)
Every child is a unique child who is constantly learning & can be resilient ,capable ,confidant & self assured	Children learn to be strong and independent through positive relationships.	Children learn & develop well in enabling environments, in which their experiences respond to their individual needs & there is a strong partnership between practitioners & parents & carers.

Procedures

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, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act 2010.
- We advertise our service widely though our local children’s centre and through the local Authority website.
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (wherever 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.
- 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 people with special educational needs and disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- At times our setting can be supporting a high number of children who have a wide range of additional needs. In order to ensure that we effectively meet the needs of all of our children, we have to carefully consider how we provide additional support. (Please refer to **Supporting Children with SEND** policy).
- 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 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 materials, name calling, or threatening behaviour are unacceptable on or around the 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 the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- 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 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 staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Inclusion and Equality.

Curriculum

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 development of confidence and self esteem, empathy, 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 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 needs are fully supported;
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Our environment is as accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- Making children feel valued and good about themselves and others;
- Ensuring that children have equality of access to learning;
- Undertaking an access audit to establish if the setting is accessible to all disabled children and adults. If the 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 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;
- differentiating the curriculum to meet children's special educational 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 ensure their full inclusion.
- 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.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the setting.
- We positively encourage fathers to be involved in the setting we encourage links with fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation (when able) - to ensure that all mothers and fathers have information about and access to the meetings.

Monitoring and reviewing

- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing 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, and foster good relations between people who share a protected characteristic and those who do not.

Legal framework

The Equality Act 2010 including Public Sector Equality Duty

Children Act 1989, 2004

The Children and Families Act 2014

Special Educational Needs and Disabilities Code of Practice 2015

Reviewed by ENCO at

St Clements

Held in

Spring Term 2021

Date to be reviewed

Spring Term 2022

Signed on behalf of the Pre School

Name of signatory

Elaine King/Rachael

Role of signatory

Manager/Owner