

ABC NURSERY POLICIES AND PROCEDURES
POLICY 7: Educational, Inclusion and Equality

7.1 We welcome the importance that is now being placed upon educational inclusion and equality and believe it is essential to develop policy and practice in this area to ensure that:

7.1.1 All children realise their potential and are free from stereotypes, and there is a recognition that celebrates and values all cultures in the community.

7.1.2 All children have rights to equality of access to childcare provision

7.1.3 A curriculum is offered that is accessible and there is a consideration of equality of opportunity.

7.2 In developing and implementing this policy we will have due regard for:

7.2.1 Our duties and obligations under the existing legislation concerning with sex discrimination, race relations, special educational needs and disability discrimination.

7.2.2 Ethical consideration relating to values and social justice and how we promote children's spiritual, moral, social and cultural development.

7.2.3 Government policies including: promoting the inclusion of children with special needs or impairment; fostering better personal, community and race relations.

7.3 We are committed to making a contribution to the community in which our children live. ABC Nurseries is situated in Earlsdon, Coventry. It draws its population from all over Coventry and from the surrounding area.

7.4 Aims and objectives.

Educational inclusion is more than a concern about any one group of children. It is about equal opportunities for all children whatever their age, gender, ethnicity, attainment or background. It pays particular attention that the provision is caters for the development of different groups of children within the setting.

7.5 Social/Educational inclusion applies to all of the following groups of children:

- Girls and boys
- Minority ethnic and faith groups
- Travellers
- Transient children
- Asylum seekers and refugees
- Children from diverse linguistic backgrounds
- Children with special educational needs
- Children with disabilities
- 'Looked After' children
- Families under stress
- Children at risk
- Children who are more able

7.6 We believe that social/educational inclusion and equality lies at the heart of education. We have an important role to play in demonstrating that the teaching and learning achievements, attitudes and well-being of every young person is of equal value

7.7 We aim to:

- Get to know our children well so we can help them to develop their own individual gifts and talents.
- Support all children's personal development, attitudes and values.
- Ensure that all children have access to a varied and stimulating curriculum.
- Care for all children.
- Lead and manage the nursery for the benefit of all children.
- Work with parents/carers of all groups of children and offer additional support and new opportunities for children who may experience barriers to learning.
- Take account of our children's varied life experiences and take practical steps in the nursery and the local environment to meet different children's learning needs effectively.
- Evaluate how effective we are in relation to supporting the learning of different groups of children.
- Promote tolerance and understanding between different groups.
- Work with parents/carers of all groups of children.
- Provide a safe and supportive learning environment that is free from harassment and in which the contribution of all children is valued and racial, disability and gender stereotypes are challenged.

7.8 Leadership- We believe that our setting is led and managed for the benefit of all our children

- 7.8.1 The responsibility for social/educational inclusion and equality lies with the owner, managers and the SENCO's. They will ensure that all staff are clear about their responsibilities for implementing this policy.
- 7.8.2 The management will ensure a clear direction for the implementation of this policy through our training programme that will outline appropriate priorities and targets and identify action and review progress.

7.9 Implementation- We will support all staff in carrying out their responsibilities for implementing this policy by:

- Making sure all staff understand the aims, values and attitudes relating to social/educational inclusion
- Working as a staff team to secure improvements for all children.
- Setting good examples and establishing role models for the staff and children.
- Preventing and addressing sexism, racism and other forms of discrimination and oppression;
- Promoting racial harmony so that all children know they are valued and important to the setting:
 - Ensuring that all children develop to their full potential
 - Regularly reviewing our practices and procedures to ensure that we do not unwittingly create barriers for any particular group.
 - Enabling professional development of all staff in relation to social/educational inclusion and equality.
 - Promoting the development of good relationships within and beyond the nursery.
 - Seeking to improve, where possible, our physical access.

7.10 We will ensure that all children especially those at particular risk are safe and their welfare is safeguarded and they learn effectively. We will do this by:-

- Providing an induction programme that ensures the needs of individual children are met.
- Being well-informed about the children's language, cultures, values and customs.
- Being alert to cultural differences eg. The variations in manner and demeanour of children expressing emotion.
- Making links with parents, carers, community organisations and other agencies that support children and their families.
- Supporting children 'looked after' by the local authority, sick children and children on the child protection register.
- Promoting good behaviour and working to eliminate all forms of oppressive behaviour.
- Ensuring that all children, staff, parents and carers know our policy, procedures and practice relating to bullying and harassment.
- Supporting all staff, parents and children experiencing bullying or harassment

7.11 We will identify a named person/s as co-ordinator of specific areas of social/educational inclusion and equality. Each named person will have the following responsibilities in common:- They will-

- Know the children for whom they have specific responsibility;
- Know how well the children are doing in terms of development and/or achievement.
- Ensure that support is available if needed etc.
- Have a close liaison with the Special Needs Co-ordinator for the nurseries.
- Be in regular contact with specialist agencies where appropriate.
- Regularly consult with colleagues about the needs of these children.
- Disseminate and support colleagues in evaluating the effectiveness of strategies designed to support learning and the personal development of these children.
- Report on children's progress as appropriate
- The named person for each area will have specialist knowledge to advise and support children, teachers, support staff and parents. This may involve directing individuals or groups to specialist services where and when appropriate. Their responsibilities will be identified in their job descriptions.

7.12 Staffing and Staff Development:

- We recognise the influence that staff have on children in relation to the attitudes and values that they develop. We therefore believe it is important for all staff to have access to professional development and support that relates to social/educational inclusion and equality.
- We will prepare and train staff and therefore enable them to develop and fulfil their roles and responsibilities
- Areas of staff expertise and individual staff development will be identified and encouraged through training plans.

7.13 All new staff will be made aware of this policy and given training where necessary. We will attempt to appoint staff that represent the full range of people in our society to ensure a balanced range of role models and a diversity of perspectives and experiences amongst the adults within the setting.

7.14 Curriculum Organisation and Planning: Social/Educational inclusion and equality will be achieved in this setting through our general ethos, planned opportunities for learning, planned events and through play. The curriculum will:

- Build on the experiences children bring to the learning environment.
- Broaden children's experiences and prepare children for life in a diverse society.
- Be informed by the needs of individual children.
- Boost confidence and equip all children with the skills that they need to survive in and challenge a world that is unequal.
- Offer a broad range of opportunities that meet the needs, interests and aptitudes of all children;
- Ensure equality of access and opportunity for all children.
- Enable children to appreciate their own cultural traditions and the diversities and richness of other cultures.
- In order to meet the learning needs of all groups, we will use a wide range of teaching and learning styles
- We aim to use a variety of approaches e.g. Circle time, paired or group work, talk, role-play, puppets, stories, etc.
- Planned and purposeful learning opportunities will be carried out in both the indoor and outdoor learning environment.
- We will use language that is accessible for all children and give support to those who have additional language needs.
- We will target support for individuals and groups that recognise specific needs and starting points.
- We will ensure that children identified, as being very able will be provided with sufficiently challenging activities.
- Feedback to children will be given in such a way as to ensure that high expectations are held of all children
- Participation of all children will be monitored across a range of activities and throughout all areas of learning.
- Children not choosing specific activities naturally will be encouraged and supported to attempt them.

7.15 We will ensure that resources:

- Show sensitivity to the various different groups and cultures within society.
- Do not reflect inappropriate images and stereotypes that de-motivate or offend children, their parents or the wider community.
- Do not reinforce prejudiced views that some children may hold.
- Provide a wide variety of positive images, especially of groups of people who are marginalized or discriminated against.
- Are modified to take account of the specific needs of individual children.
- Avoid reflecting language that cannot be understood.
- Are up-to-date and relevant to children of different ages and abilities.
- We will ensure that everybody in our setting is aware of the range of resources available and how to access them.
- Resources will be reviewed and updated on a regular basis.

7.16 We value working in partnership with parents and carers and with the wider community and see this as an essential element of our work. We will develop strategies that facilitate the

support, which can be given in the home particularly recognising the barriers that prevent involvement by some groups of parents. Where necessary and when possible we will provide translation and interpreters for parents/carers whose English language skill is limited. In addition the setting values and encourages the involvement and support of external agencies and services

- 7.17 We believe that assessment is a necessary and important part of the learning and teaching process. We will assess personal development and behaviour as well as learning progress. This information will be used to provide effective support. All achievement will be celebrated. Enabling children to recognise that their success can lead to a rise in self-esteem and confidence. Our early years profiles will offer children the opportunity to show the things that they know, understand and can do and where they need to develop further. Evaluation of assessments will help to identify children who may need further help to develop effectively. Our procedures accommodate the requirements of the Code of Practice for the Assessment and Identification of Children with Special Educational Needs. We will ensure that our assessment methods are free from cultural or linguistic bias to ensure that fair and equitable treatment is given to the different groups of children. Appropriate support will be given to children for whom English is an additional language. Assessments of children's development will be reported to parents/carers in a clear and meaningful way.
- 7.18 The provision we provide for effective social/educational inclusion and equality will be monitored and outcomes evaluated by the management and the relevant co-ordinator(s). Priorities for action will be identified and development plans will be made and carried out if necessary
- 7.19 The nursery advocates a graduated response to special educational needs dependent on the progress made by individuals. The nursery recognises that the importance of early intervention is crucial, along with the need for parents/carers to be fully involved at all times, and for pupils to be consulted about the help they are receiving where this is appropriate and applicable regarding the age of the child.
- 7.20 This policy will be monitored on an annual basis and any complaint regarding the policy should be given in Writing to the Nursery Owners or Nursery Manager.