

EQUAL OPPORTUNITIES POLICY

This policy is updated and revised annually in line with the revised Code of Practice.

At Hurley Birds Nursery we promote a positive self-image to all children and respects their individuality, planning for all children according to their needs, irrespective of their gender, race, religion or ability. We ensure we have non stereotypical images in order to help overcome preconceived ideas of gender, ethnic origin, culture or religion. Every child is included and not disadvantaged because of home language, culture or religion, family background, learning difficulties or disability. We provide books, materials and equipment that are multicultural and non-sexist, and positive images of all groups including the disabled. We provide a welcoming environment that will offer support and guidance for every child and their carer. We aim to develop children's positive self-esteem and the esteem of others and will set a good example by treating one another and the children with respect.

The legal frameworks for this policy include:

- Education Act 1996
- Special Educational Needs and Disability Code of Practice 2014
- Special Education Needs and Disability Regulations 2014
- Children and Families Act 2014
- Care Act 2014
- The Statutory Framework for the Early Years Foundation Stage
- Safeguarding Disabled Children-practice guidance 2009
- Children Act 1989
- Childcare Act 2006
- Equality Act 2010

Admissions

Children with special/additional needs, like other children are admitted to Hurley Birds Nursery after consultation between parents/carers, Hurley Birds management and outside agencies. We ask parents to give as much notice as possible for a child with disabilities or special/additional needs, to enable us to explore how we can provide most effectively for that child, this may include staffing ratios being affected, therefore each individual case is discussed between families and

management in order to enable a smooth transition from home to our nursery. Where a request is initiated by an outside agency, the request will be considered in line with our Admissions Policy. All children are welcome, information on the admission form and at the initial parents meeting is collected to ensure each child's individual needs are met. In some cases we may seek further professional advice to support the admission of a child with special/additional needs to ensure adequate and suitable provision can be made to suit their needs.

In order to promote Equality and Diversity we will:

- Ensure that all parents are made aware of our policy
- Offer equality and choice for all
- Access additional funding where necessary and available
- Reflect the diversity of members of our society in our publicity and promotional materials
- Ensure our admissions policy promotes equality for all families
- Not discriminate against a family or prevent admission to our setting on any grounds
- Provide opportunities for parents/carers to contribute to their child's care and education
- Challenge inappropriate attitudes and practices by staff children and parent/carers

We aim to encourage children to develop positive attitudes about themselves and other people.

We will do this by:

- Listening to children and ensuring each child feels included, safe, valued and respected.
- Ensuring that all children have equal access to activities, resources and learning opportunities.
- Making appropriate provision to ensure each child receives the widest possible opportunity to develop their skills and abilities and recognise different learning styles.
- Providing play materials/resources and activities that demonstrates diversity of background and ability, and help to develop positive attitudes to differences of race, culture, language, gender and ability.
- Avoiding stereotypical images in equipment, resources and activities.
- Using positive non-discriminatory language with all children.
- Valuing the home background of all children.

In order to meet the children's diverse needs we will endeavour to plan a wide range of challenging play opportunities to develop their knowledge and skills, develop motivation, self-esteem and concentration, provide a safe and supportive environment and provide support by different approaches, including additional adult help or other agencies where appropriate.

We are primarily concerned with identifying/planning to meet individual needs, providing a well-planned structured environment with access available for all children, providing a wide range of activities, resources and equipment, giving access to different types and levels of interaction and communication, identifying any specialist skills, methods or strategies, evaluating and recording individual learning and achievements.

English as an Additional Language

We will value linguistic diversity and seek support for children and parents as required. We understand that young bilingual learners need time to observe, tune into the new language and try out things that are unfamiliar to them.

The setting will try to provide information in languages that reflect the needs of our families who speak English as an additional language.

Alongside valuing parent's home language, we will provide a range of meaningful contexts in which children have opportunities to develop English. English will be crucial as the language they use to access learning.

Inclusion

We aim to provide a happy stimulating and secure environment for all children regardless of culture, background or disability, where individual abilities are recognised and children learn through first hand experiences, exploration, practice and discovery. Each person is regarded as an individual, with differing social, intellectual and cultural backgrounds. Different needs, likes, dislikes, similarities and differences are respected and accounted for. Nobody in the pre-school is subjected to discrimination, racist comments or gender bias. Cultural and religious diversity is respected. Inclusion is not optional, children have defined entitlements in this area and settings have legal responsibilities. During play we encourage the children to respect and value each other. We discourage them from making hurtful and unkind remarks. We challenge any discriminatory actions or comments made by staff or children. We acknowledge the diversity of our society and help prepare the children for their part in society. Staffs ensure that children are helped towards understanding that it is wrong to judge someone because of their gender, race, beliefs, disability or social background. We explain why, talk things through, making it clear immediately the unacceptability of the behaviour and attitudes, by means of explanation rather than personal blame, and praise positive behaviour. We aim to treat our children with equal respect and provide a range of equipment resources and activities to meet their individual needs. We seek to respond to each child as an individual. We believe in adapting our practice to meet the needs of each child rather than just making children fit in with what we do. We work together with parents and professionals valuing their experience and contribution.

We comply with the two main duties set out in the EQUALITY ACT 2010. These are:

- Not to treat a disabled child 'less favourably'
- To make 'reasonable adjustments' for disabled children.

We will focus on each child's individual learning, development and care by:

- Removing or helping to overcome barriers for children where these already exist.
- Being alert to the early signs of needs that could lead to later difficulties and responding quickly and appropriately, involving other agencies as necessary.
- Stretching and challenging all children.

Staff Training

We have the opportunity to access termly training and updates from the Early Years Team.

Staff will be encouraged to attend training opportunities to support their awareness and understanding of equality and diversity.

The setting SENCO will attend training around special educational needs and the code of practice.

Staff will have equal access to identified training to ensure professional development.

Any complaints will be dealt with in accordance with our complaints policy.

We will regularly review and monitor this policy and our practice to ensure that we are fully implementing the policy for Equality of Opportunities and SEN. We will continue to monitor the effectiveness of the policies and update annually or as and when deemed necessary.