

Old Basing Village Nursery School  
(Beddington Centre)



## Equality and Diversity Policy

	Date	Date	Date
Revision History			

### Policy Statement:

*We are committed to ensuring that our service is fully inclusive in meeting the needs of all children. Children flourish in environments that promote diversity, equality of opportunity and inclusion. We live in a diverse society and the children that we work with come from different backgrounds. We believe in the importance of recognising and respecting the uniqueness of each child to enable them to reach their full potential.*

We aim to: Promote the British values of democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs through our delivery of the EYFS. Be proactive in providing care to all children regardless of their individual needs, and consider reasonable adjustments to equipment and routines where necessary. Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued; Include and value the contribution of all families to our understanding of equality and diversity; Provide positive non-stereotyping information about gender roles, diverse socio-economic, ethnic and cultural groups and disabled people; Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; Challenge and eliminate discriminatory actions; Make inclusion a thread that runs through all of the activities of our setting and; Foster good relations between our communities.

### Procedures:

#### 7.1 Supporting Children with Special Educational Needs and Disabilities (SEND) Policy

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential. We have regard for the Special Educational Needs and Disability (SEND) Code of Practice (DfE & DoH2014) and the Equality Act (2010). We ensure our provision is inclusive to all children with special educational needs and disabilities (SEND). We support parents and children with special educational needs and disabilities. 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 Public Sector Equality Duty (Equality Act 2010). We identify the specific needs of children with special educational needs and disabilities meeting those needs through a range of SEN strategies. We monitor and review our policy, practice and provision and, if necessary, make reasonable adjustments.

### Procedures

We have a designated member of staff who is our named Special Educational Needs Co-ordinator (SENCO). Our SENCO will undertake regular training with HCC and train other staff at OBVNS. We ensure that the provision for children with special educational needs is the responsibility of all members of staff (and any volunteers where appropriate). We ensure that our inclusive admissions practice ensures equality of access and opportunity.

Children with special educational needs will be supported and have their individual needs met through 'SEND support', which will include those children classed as more able learners. We use a graduated approach system; assess, plan, do and review, for identifying, assessing and responding to children's special educational need or disability. We refer to Early Years Outcomes (DfE2013) to assist in assessing children as a means to inform judgement about the developmental age band within which the child is comfortably working. In addition, practitioners make use of the Characteristics of Effective Learning (COEL), Every Child a Talker (ECAT) and P-Levels where directed by the Inclusion team.

We provide a support plan with short term targets containing appropriate intervention to achieve the best outcomes for the child. We will in the first instance plan to support the child within the three prime areas of the EYFS which are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

We will keep records of progress for each child and review regularly with parents. We work closely with parents to create and maintain a positive partnership. We ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's learning. We provide parents with information on sources of independent advice and support and ensure that our staff are aware of our SEND policy.

We actively encourage and expect our staff to attend relevant training. We raise awareness of any specialism services we have to offer, e.g. Makaton training for staff. We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plans from graduated approach system, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually. We provide a complaints procedure.

We follow the following procedure to help identify and support a child on entry:

- We understand that it can take some time for a child to settle into a new environment; we allow for at least one half-term's settling in so that a child has time to adjust to their new surroundings; during this time, staff will observe children in their learning and record significant milestones and / or barriers to learning on our nursery software (Family)
- If early on it is felt necessary, staff will liaise with the SENCo to arrange an observation on a child to determine any additional needs or the need to refer.
- The SENCo is responsible for ensuring parents are made aware of any concerns and that the appropriate level of consent is given from parents.
- The SENCo will determine any additional support required such as 1:1, small group intervention, timetabling, early intervention support plans
- The SEND register is reviewed on a half-termly basis by the SENCo and manager/deputy manager
- Evidence is gathered through observations and recorded using the nursery Family software
- Referrals are based on the evidence collected which is then reviewed by the SENCo before being submitted to the Area INCO
- The team will use feedback from the Area INCO to plan for support for the child.

## 7.2 Equal Opportunities

We pride ourselves on being an equal opportunities provider and employer. We have due regard for legislation and existing codes of practice produced by the Equality and Human Rights Commission including the Children and Families Act 2014, Special Educational Needs Code of Practice and The Equality Act 2010. The Equality Act 2010 encompasses the Disability Discrimination Act 1995.

At OBVNS, we are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

## 7.3 Diversity

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 service and foster good relations with the local community; actively include all families and value the positive contribution they make to our service;

- provide a secure and accessible environment in which every child feels safe and equally included
- improve our knowledge and understanding of issues relating to anti-discriminatory practice, challenge and eliminate discriminatory actions
- Use children's first hand experiences as a tool to explore diversity and learn from others
- Positively reflect 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
- We will ensure that our environment is as accessible as possible for all visitors and service users.
- 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.
- We take positive action to encourage disadvantaged and under-represented groups to use the setting.
- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met wherever 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 are arranged to ensure that all families who wish to may be involved in the running of the setting.
- 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.

#### 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 service widely.
- 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 Equality and Diversity 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 take action against any discriminatory, prejudice, harassing or victimising behaviour by [our/my] staff, volunteers or parents

#### EYFS Requirements:

*3.67. Providers must have arrangements in place to support children with SEN or disabilities. Maintained schools, maintained nursery schools and all providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs Code of Practice<sup>54</sup>. Maintained schools and maintained nursery schools must identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO) and other providers (in group provision) are expected to identify a SENCO. Childminders are encouraged to identify a person to act as a SENCO and childminders who are registered with a childminder agency or who are part of a network may wish to share the role between them*

*Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.*