

Inclusion Policy – Equality, diversity and SEN

Newdigate Pre-school works in accordance with all relevant legislation, including:

- The Children and Families Act (2018)
- The Children Act (2006)
- The Equality Act (2010)
- The Education Act (2011)
- The Human Rights Act (2005)
- The Race Equality Act (2000)
- Special Educational Needs and Disability Code of Practice (2014)
- Special Educational Needs and Disability Act (2001)
- The Statutory Framework for the Early Years Foundation Stage (2017)
- Keep children safe in education

Valuing diversity and promoting equality

- We promote children's right to be confident, resilient and valued by creating an enabling environment. Our setting encourages children to develop a positive self-image. This includes exploring their heritage by discussing and providing activities focussed on their interests, ethnicity, home languages, religions, faiths, cultural traditions, family structure and home background.
- We promote children's right to grow and develop as individuals by encouraging their sense of autonomy and independence.
- We help children to establish and sustain healthy and valuable relationships within their families, with peers and with other adults by working together to form secure attachments and a free-flow parent and practitioner relationship.
- We promote children's right to be appreciated as valuable members of society by enabling them to have the self-confidence, the vocabulary and the social skills to communicate effectively within the setting and going forward.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.
- We have regard for and implement the Statutory Guidance 'Working Together to Safeguard Children' (2018), 'Keeping Children Safe in Education' (2024) and 'What to do if you're worried a child is being abused' (2015).
- We believe that the pre-school's activities should be accessible to all children, their families, and to all

adults committed to their education and care. We aim to ensure that all who wish to work in, or volunteer to help with our pre-school have an equal chance to do so. We aim to reach the children's potential to the best of their ability and provide in house booster groups focusing on social skills and speech and language development give all of them equal opportunities.

Admissions

The pre-school is open to every family in the community regardless of disability, race, ethnicity, family type, class, faith, beliefs or religion. Families joining the pre-school are made aware of its Inclusion Policy, which is regularly reviewed.

It is our intention to make our pre-school genuinely accessible to children and families from all sections of the local community. In order to accomplish this, we will:

- (i) Ensure that the existence of the pre-school is widely known in all local communities
- (ii) Arrange our waiting list in order of date of birth
- (iii) Keep a place vacant, if this is financially viable, in order to accommodate emergency admissions.
- (iv) Make our Inclusion Policy widely known.
- (v) Be flexible, where possible, about attendance patterns in order to accommodate the needs of individual families.
- (vi) Continue to consult local parents to ensure that the pre-school is meeting the changing needs of the community.
- (vii) Ensuring that registering parents receive an induction pack containing relevant information about the pre-school.

Employment

Any staff vacancies will be advertised widely to the public via recruitment websites, the pre-school and main school websites and Surrey County Council's website. The pre-school will appoint the best person for each vacancy and will treat all applicants fairly.

Commitment to implementing the pre-school's Inclusion Policy will form part of the job description for all employees.

Families

The pre-school recognises that many different types of family exist. The pre-school aims to offer support to all families. Parents and family members are welcome and actively encouraged to help at the pre-school by volunteering.

The pre-school offers a flexible payment system for families with differing means.

Parental Involvement

The pre-school values parents as the first educators of their young children. The aim of the setting is to support parents in their essential role. We will endeavor to achieve this in the following ways:

- Involving parents in the shared record keeping of their child, both formally and informally, and by ensuring we allow parents access to their all written records of their own child.
- Ensuring that parents are given regular information about their child's learning and development and have ample opportunities to discuss anything with their child's key worker/ the manager. A more formal 'parent's meeting' will be held regularly.
- Ensure that parents have opportunities to contribute from their own skills, knowledge and interests for the benefit of the children in the setting.
- Ensure that all parents are aware of our policies and procedures and give them the opportunity to suggest any changes.
- Ensure that parents are fully informed about meetings, events, workshops and training available.
- Hold meetings in venues that are accessible to all and arrange for an individual meeting or the information from the meeting to be passed on to parents who are unable to attend.
- Welcome and encourage the contributions of parents, to their learning and development journeys, through strong links with their child's key person.
- Provide parents with information on our current and future topics and signpost them to activities they can do with their children at home to extend and enhance their learning and development.

Festivals and Celebrations

Our aim is to show respectful awareness of all the major events in the lives of the children and families in the pre-school, and in our society as a whole, and to welcome the diversity of the backgrounds from which they come. In order to achieve this:

- (i) We aim to acknowledge all the festivals which are celebrated in our area and/or by the families involved in the pre-school.
- (ii) Without indoctrination in any specific faith, children will be made aware of the festivals which are being celebrated by their own families or others, and will be introduced where appropriate to the stories behind the festivals.
- (iii) Before introducing a festival with which the adults in the pre-school are not themselves familiar, appropriate advice will be sought from parents and other people who are familiar with that festival.
- (iv) Children and families who celebrate festivals at home with which the rest of the pre-school are not familiar, will be invited to share their festival with the rest of children, if they wish to do so.
- (v) Children will become familiar with and enjoy taking part in a range of festivals, together with the stories, celebrations, special food and clothing they involve, as part of the diversity of modern life.

The Curriculum

All children will be respected. Their individuality and potential will be recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from

prejudice and discrimination. Management of resources within the pre-school will ensure that both girls and boys have full access to all kinds of activities and equipment and are equally encouraged to enjoy and learn from them.

Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

Resources

Resources will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-cultural society. This learning is achieved through a mixture of self-selection and adult-led activities.

Materials will be selected to help children to develop their self-respect and to respect others by avoiding stereotypes and labeling. We will use images, resources, activities and vocabulary which reflect positively the contribution of all members of society.

Special Needs

The pre-school recognises that children have a wide range of needs which differ from time to time, and will consider what part it can play in meeting these needs as they arise.

Planning for pre-school meetings and events will take into account the needs of people with special educational needs and disabilities.

Meetings

The pre-school will make every effort to ensure that the time, place and venue of meetings enable the majority of parents to attend so that all families have an equal opportunity to be involved in and informed about the pre-school. Newsletters will be distributed regularly and any reminders/important information will be accessible via the Famly software.

Discriminatory Behaviour/Remarks

Any discriminatory language, behaviour or remarks by children, parents or any other adults are unacceptable in the pre-school.

Our response will aim to demonstrate support for the victim(s), to help those responsible to understand and overcome their prejudices and to make it clear that such behaviour/remarks will not be tolerated.

Language

Basic information, written and spoken, will be clearly communicated in as many languages as are necessary and possible.

Bilingual/multilingual children and adults are an asset to the setting. Parents will be encouraged to speak to children in their first language at home and share with us at pre-school some basic words/phrases to enable us to communicate with the child in their home language.

Children and parents who have English as an additional language will be valued and their languages

recognised and respected in the pre-school.

Food

Working in partnership with parents, children's medical, cultural, religious and dietary needs will be met.

The Equal Opportunities Officer(s) are Caroline Strudley and Nicky Clark.

Supporting Children with Special Educational Need and Disabilities (SEND)

Our Pre-School aims to have regard to the Department for Education SEND Code of Practice (2014) on special educational needs and also to the guidelines supplied to private and voluntary providers of Pre-School education. We aim to provide a welcoming environment and appropriate learning opportunities for all children.

Our use of the term **inclusion** means that we are committed to removing any barriers to learning to all of our children. We are committed to building a supportive community in our pre-school that enables all children to learn and develop to their full potential, whatever their circumstances.

Children with special needs, like all other children, are admitted to the pre-school after consultation between parents, the pre-school Manager and our SENCO, Sasha Cannon.

We treat each child as an individual and aim to provide for the developmental needs of all children equally.

All children in the setting, including those with special needs or those with English as an additional language, are offered full access to a balanced and appropriate curriculum in line with the EYFS.

Our system of observation and record-keeping, which operates in conjunction with parents, carers and other settings enables us to monitor children's needs and progress on an individual basis.

The needs and progress of children who have special educational needs are monitored by our group's Special Educational Needs Co-Ordinator (SENCO), Sasha Cannon.

The SENCO will ensure that all practitioners in the setting are aware of any child's specific needs. Therefore, all practitioners will be able to provide appropriate learning opportunities for all children.

We work in partnership with the parents of all the children in the setting to ensure that:

- (i) The pre-school draws upon the knowledge and expertise of parents in planning provision for children's progress.
- (ii) Achievements are shared and discussed with parents on a regular basis
- (iii) Parents know the identity of the setting's Special Educational Needs Co-Ordinator.
- (iv) Parents are aware of the arrangements for the admission and integration of children with special educational needs

If it is felt that a child's needs cannot be met in the Pre-school without additional personnel and/or equipment, funding will be sought to ensure that provision is appropriate to the child's needs.

We will liaise with relevant professionals and multi-agencies to meet children's specific needs.

Our staff are given the opportunity to attend training courses in Special Educational Needs and Disabilities, as well as learning and development courses relating to the EYFS.

The views of the child are valued and listened to, and their opinions are incorporated in our policies and planning, where possible.

The SENCO will ensure that appropriate Send Support Plans (SSPs) and record keeping are in place for children that require them. Parents will be involved in the creation of the SSP and all staff will be made aware of the strategies included in it.

We are able to provide the families of children with Special Educational needs, the names and contact details of the relevant support services that are available to support them.