



Inclusion and Equal Opportunities Policy

This policy represents the agreed principles for Special Educational Needs throughout the Nursery. All Nursery staff, representing Carter's Sunflowers Nursery have agreed this policy.

At Carter's Sunflowers, we aim to provide the highest quality education and care for all our children. We provide a warm welcome to each individual child and family and offer a caring environment where all children can learn and develop to become curious independent learners within their play.

Please read this policy in conjunction with our Data Protection policy for the information collected by Carter's Sunflowers, the professionals this information may be shared with and the retention periods this data is held for. Please read this policy in conjunction with our Special Educational needs policy and our Local Offer.

Introduction

The mission statement of our nursery talks of valuing the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of children's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes, well-being and cultural capital of all our children matter. This policy helps to ensure that the nursery promotes individuality of all our children and staff, irrespective of ethnicity, race, attainment, age, disability, gender, sexual orientation or background.

At Carter's Sunflowers we follow equality act 2010 and the SEND code of practise 2015 where two core duties apply to our early years setting:

- Not to treat a child or an adult with a disability "less favourably"
- To make "reasonable adjustments" for children and adults with a disability

Aims and objectives

Carter's Sunflowers aims to be an inclusive nursery. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our nursery:
girls and boys;

minority ethnic and faith groups

race

children who need support to learn English as an Additional Language (EAL);

children with Special Educational Needs or disabilities (SEND)

gifted and talented children;

children who are at risk of disaffection or exclusion;

travellers and asylum seekers.

Children looked after (CLA)

Sexual orientation

Vulnerable groups of children such as 2-year-old funded

The promotions of equality, diversity and British values is at the heart of our work, and demonstrated through all our practices including tackling any instances of discrimination and being alert to potential risks from radicalisation and extremism.

The Early Years Foundation Stage is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

setting suitable learning challenges;

responding to children's diverse learning needs;

overcoming potential barriers to learning and assessment for individuals and groups of children;

providing other curricular opportunities to meet the needs of individuals or groups of children.

Providing an environment of mutual respect and tolerance – treating others how you want to be treated.

Making decisions together and understanding values matter.

At Carter's Sunflowers we achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

do all our children achieve their best?

are there differences in the achievement of different groups of children?

what are we doing for those children who we know are not achieving their best and narrowing the gap?

are our actions effective?

are we successful in promoting racial harmony and preparing children to live in a diverse society?

Do we know enough about your child's cultural capital?

Teaching and learning style

At Carter's Sunflowers we aim to give all our children the opportunity to succeed and reach the highest level of personal achievement regardless of their starting points. We analyse the attainment of different groups of children to ensure that all children are achieving as much as they can. We also make ongoing assessments of each child's progress and act on data. Staff use this information when planning. It enables staff to consider the abilities of all the children in the setting and support individuals through tailored teaching and learning.

When the attainment of a child falls significantly below the expected level, staff enable the child to succeed by planning work that is in line with that child's individual needs.

Where the attainment of a child significantly exceeds the expected level of attainment, staff use appropriate resources and learning styles, and extend the breadth of work within the area or areas for which the child shows particular aptitude and depth.

All staff are familiar with the relevant equal opportunities' legislation covering race, gender, and disability.

Staff ensure children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely, in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- show pride in themselves and of others
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed across all areas of learning;
- are encouraged to participate fully, regardless of disabilities or medical needs.

Children with disabilities

Some children in our nursery may have disabilities and consequently may need additional resources. Carter's Sunflowers is committed to providing an environment that allows these children full access to all areas of learning. All our entrances are wide enough for wheelchair access, and the designated points of entry for our nursery also allow wheelchair access.

Practitioners modify learning as appropriate. For example, they may give additional time to children with disabilities to complete certain activities. In their planning staff ensure that they give children with additional needs the opportunity to develop skills in practical aspects of the curriculum.

Practitioners ensure that the work:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, visual aids;
- is adapted or offers alternative activities in those areas of learning where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their learning
- includes approaches that allow hearing-impaired children to learn about sound and music, and visually impaired children to learn about light using visual resources and images.

uses assessment techniques that reflect their individual needs and abilities.

Promoting British Values / The Prevent Duty

Practitioners have completed an online awareness course. Managers have attended WRAP training and are aware of how to refer their concerns through the CHANNEL referral form regarding an individual who may be vulnerable to being drawn into terrorism.

At Carter's Sunflowers we actively promote British Values through regular Personal Social and emotional sessions exploring sensitive or controversial issues, equipping our children with knowledge and skills to understand and manage difficult situations. During this time, we teach our children how to manage risks, make safe choices and recognise when pressure from others threatens their personal safety and wellbeing. Children develop effective ways of resisting pressures, including knowing when, where and how to get help. We embrace each other differences, religious and ethnic identities, making decision together and embedding mutual respect and understanding, preparing them to play a full and active part in society. We are aware and follow the guidance in the Race Relations Amendment Act. The nursery actively discourages bullying and name calling, the parents of both children would be informed immediately, and we would discuss appropriate action.

A member of staff would talk to the child and explain that the behaviour was unkind, we would take into the account the maturity of the child the parent of the child would be told of his/ her inappropriate behaviour and we would work together to redeem the situation. Any incidents of discrimination will be logged in the safeguarding file.