

## Equality of opportunity (inclusion) policy

### Statement of intent

To provide inclusive care promoting diversity and equal opportunities to meet the children's individual needs.

We will provide an environment that is welcoming to all, working closely with the parents to make sure their needs are met. We aim to ensure that all children including those who have special educational needs or disabilities are valued and supported.

### Procedure

We have regard to the equality act 2010 which parents can access in our parent's folder or online

We work in an anti-discriminatory way and we will challenge any prejudice attitudes be it from a child, adult or visitor to the setting

We will plan weekly activities that are appropriate for all the children in our care. These activities will be adapted for each individual child to ensure they make good progress and no one gets left behind.

A range of multi cultural activities will be made accessible to all. Resources including pictures, equipment and toys reflect culture, ethnic diversity and disabled people in a positive way and do not promote negative stereotypes.

Activities are led by children's interests and enthusiasm and will take into account any likes, dislikes and specific needs of each child.

Children with English as additional language (EAL) are supported in their learning through visual clues and words in their home language whilst being supported in English.

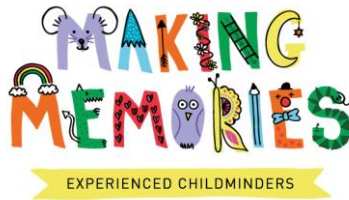
We will adapt activities so that all children can access the learning

We will endeavour to accommodate children with SEND within our setting if we are confident we can meet their individual needs

The setting has been designed to accommodate wheelchair access.

### Working with parents and other settings and professionals

We aim to work with parents, children and other settings where appropriate to ensure children's individual needs are met. We ask parents to provide information about their child during induction so I can ensure my routines meet their needs. We inform parents about my inclusive ethos so they know that we value and respect the



different racial origins, religions, cultures and languages in my multi-ethnic society and challenge stereotypes and inappropriate comments. We ensure documentation acknowledges the uniqueness of every child and I am happy to consider making reasonable adjustments should they be requested by parents

### **SEND observation**

If I think a child might have a special educational need I will -

- Carry out regular observations, assessments, individual planning and tracking for the child;
- Complete a care plan if parents inform me about any special educational needs or disabilities;
- Share tracking information with parents and speak to parents about my concerns;
- Discuss what support is available for the child in the provision and refer to the local offer on Surrey Early years page.

Ask permission from parents to speak to other agencies or professionals to request advice for the child.

### **Children's development records**

We share these records regularly with parents and encourage them to be involved in their children's learning.

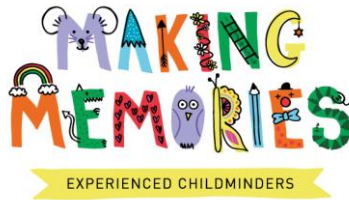
If we have developmental concerns about a child we will at the earliest opportunity share our concerns with the parents. We will refer to our records such as observations and trackers.

We will work with the parents to promote the area of delay, for example providing suggestions of what they can do at home and here in our setting.

Should we have further concerns we would encourage parents to contact their health visitor or doctor.

We will work with other professionals to ensure children make good progress in their learning and development.

All of this policy includes promoting British Values, learning to respect one another and differing views and opinions, turn taking, listening to others and learning manners.



### **Cultural capital**

Has been added to the 2019 Ofsted framework.

“Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. As part of making a judgement about the quality of education, inspector will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged.”

We will make sure all children have the best opportunity through our early years curriculum to thrive and develop, we will give them a wide variety of experience to encourage this.

Signs and words around the room to encourage letter recognition,

A wide variety of books and reading materials,

Mark making opportunities,

Music sessions with singing and instruments,

We visit toddler groups and go on outings where children can access a range of books, rhymes and equipment to enhance their development and learning with in the community.

### **SEND funding**

If a child is eligible for and a parent completes the documentation to apply for Early Years Pupil Premium (EYPP) for their child we will use the funding to promote the best learning and development outcomes for the child, after consultation with parents.

If we believe a child is eligible for any other funding related to their special educational needs and / or disabilities we will speak to parents and discuss how this can be claimed, to help me better support their child in the provision.