

Inclusion policy – diversity

Aim of the policy

To ensure that all children in our care are provided every opportunity to achieve to the highest standards of their ability, regardless of their age, gender, ethnicity, attainment or background.

Points to consider

Our setting aims to be inclusive. This means that equality of opportunity must be a reality for children. We make this a reality through the attention we pay to the different groups of children within our setting, including:

- Children of different genders
- Children from minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Gifted and talented children
- Children who are at risk of disaffection or exclusion
- Children with different amounts of cultural capital.

We aim to achieve this by:

- Setting suitable challenges for children

- Responding to children's diverse needs
- Overcoming potential barriers to the access to and development of individuals and groups of children within the setting
- Providing other support to meet the needs of individuals or groups of children (including, where necessary, accepting advice from a range of professionals)
- Celebrating all children as individuals and ensuring a sense of belonging

We achieve inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all children achieve as much as they can?
- Are there differences in the achievement of different groups of children, and, if so, what are the reasons for these differences?

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 wearing clothing that is appropriate to their religious beliefs
- Are taught in groupings that allow them all to experience success
- 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
- Are encouraged to participate fully, regardless of disabilities or medical needs

In our setting, the play, learning, achievements, attitudes and well-being of every child is important. We follow the necessary regulations to ensure that we take the experiences and needs of all children into account when planning activities for them.

Cultural Capital

We believe that cultural capital is about giving children the best possible start to their early education and future success. As part of making a judgement about the quality of education, we propose that inspectors consider how well leaders use the EYFS curriculum (educational programmes) to enhance the experience and opportunities available to children, particularly those who are most disadvantaged.

We consider how much we know about the individual child, including:

- Do they have opportunities to play outside?
- Do they have experience days out with their family? What do they enjoy doing?
- Do they take part in activities at home, such as baking or gardening?
- Is their home language development supported?
- Can you talk about how you build activities around a child's interests with confidence?
- Are they read and sung to, at home?

To establish a child's cultural capital, a key person can;

- Use of knowledge of the child
- Observe the child on a regular basis
- Get to know about and value the child's experiences and interests
- Use these things as a starting point to promote learning and development