



# Equal Opportunities

## Pack 7

**This policy is subject to annual review and was reviewed in September 2021. It is due for review in September 2022.**

**It was re- adopted by the Shelena Begum on 1<sup>st</sup> September 2022**

**Signed:** \_\_\_\_\_

# Content

<b>9.0. Inclusion and Equal Opportunities</b> .....	3
<b>9.1. Supporting Children with SEN</b> .....	7
<b>9.2. English as an additional language</b> .....	9
<b>9.3. British Values</b> .....	11
<b>9.4. Date to be reviewed</b> .....	14

## **9.0. Inclusion and Equal Opportunities**

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At Little Miracles Nursery, we take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within our nursery.

The legal framework for this policy is based on:

- Equality Act 2010
- Children Act 2004
- Care Standards Act 2002
- Childcare Act 2006
- Special Educational Needs and Disability Act 2001
- Children and Families Act 2014

**The nursery and staff are committed to:**

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment because of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation, pregnancy or maternity which cannot be justified as being necessary for the safe and effective performance of their work or training.
- Providing a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the nursery's ability to provide the necessary standard of care.
- Making reasonable adjustments for children with special educational needs and disabilities.
- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families.
- Providing a secure environment in which all our children can flourish and all contributions are valued.
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity.

- Providing positive non-stereotypical information.
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity.
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory.
- Making inclusion a thread, which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour.

### **Admissions/service provision**

The nursery is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy. The nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

### **Recruitment**

- All members of the selection group will be committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.
- Application forms will be sent out along with a copy of the equal opportunities monitoring form.
- Application forms will not include questions that potentially discriminate on the grounds specified in the statement of intent.
- At interview, no questions will be posed which potentially discriminate on the grounds specified in the statement of intent. All candidates will be asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process.
- Candidates will be given the opportunity to receive feedback on the reasons why they were not successful.

### **Staff**

- It is the policy of Little Miracles Nursery not to discriminate in the treatment of individuals.
- All staff is expected to co-operate with the implementation, monitoring and improvement of this and other policies.

- All staff is expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions.
- All staff is expected to participate in equality and inclusion training.
- Staff will follow the whistleblowing policy where applicable to report any discriminatory behaviours observed.
- A commitment to implementing our inclusion and equality policy will form part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of **Shelena Begum and Shoid Islam** at the earliest opportunity. Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, disciplinary action will be invoked under the nursery's disciplinary policy.

## Training

The nursery recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receives induction training including specific reference to the inclusion and equality policy. The nursery will strive towards the provision of inclusion, equality and diversity training for all staff.

## Early learning framework

Early learning opportunities offered in the nursery encourage children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking. We do this by:

- Making children feel valued and good about themselves.
- Ensuring that all children have equal access to early learning and play opportunities.
- Reflecting the widest possible range of communities in the choice of resources.
- Avoiding stereotypical or derogatory images in the selection of materials.
- Acknowledging and celebrating a wide range of religions, beliefs and festivals.
- Creating an environment of mutual respect and empathy.

- Helping children to understand that discriminatory behaviour and remarks are unacceptable.
- Ensuring that all early learning opportunities offered are inclusive of children with learning difficulties and/or disabilities and children from disadvantaged backgrounds.
- Ensuring that children whose first language is not English have full access to early learning opportunities and are supported in their learning.
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made.
- Ensuring the medical, cultural and dietary needs of children are met.
- Helping children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.

### **Information and meetings**

Information about the nursery, its activities and their children's development will be given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

Wherever possible, meetings will be arranged to give all families options to attend and contribute their ideas about the running of the nursery.

## 9.1. Supporting Children with Special Educational needs and Disabilities

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### Policy statement

All children are welcomed into our nursery, regardless of their need or disability. When we know that a child may have a special educational need or disability (SEND) before they start with us, we will endeavour to set up a good transition for them into our setting ensuring that the child, parents and any known professionals are involved. This may involve the child visiting our setting on a number of occasions. We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

We support children with special educational needs and disabilities to reach their full potential by:

- ensuring we have regard for the Special Educational Needs and Disabilities Code of Practice (2014)
- ensuring our provision is inclusive to all children
- supporting parents and children with special educational needs
- identifying the specific needs of children with SEND and meet those needs through
- a range of SEND strategies
- working in partnership with parents and other agencies in meeting individual children's needs
- monitoring and reviewing our policy, practice and provision and, if necessary, make adjustments.

### Procedures

- We designate a member of staff to be the Special Educational Needs Coordinator (SENCO) and give his/her name to parents. Our SENCO is: **Sayma Begum & Shelena Begum.**
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with the parents of children with SEND 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 children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEND and their families, including in connection with transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with SEND.

- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF), Statutory Assessment and the statementing process.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEND.
- We provide resources to implement our Supporting Children SEND.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. SEND support plans, 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 monitor and review our policy annually.

### **The role of the SENCO**

The role of the SENCO is to provide a lead for staff in relation to SEN and disabilities and to make sure procedures are followed, appropriate records kept and parents are involved. The child's practitioner (key person) will normally remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. The particular responsibilities of our SENCO are:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN.
- Advising and supporting colleagues.
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting.
- Liaising with professionals or agencies beyond the setting.

### **Further guidance**

- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Early Years Foundation Stage and the Disability Discrimination Act (DCSF 2010)
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
- The Common Assessment Framework for Children and Young People: A Guide for Managers (CWDC 2009)
- Special Educational Needs and Disabilities Code of Practice 2014



## 9.2. English as an Additional Language

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The ability to communicate is a crucial part of life, as it allows us to impart or exchange information by speaking, writing or using some other medium. It is important as practitioners we include children's language in order to celebrate social and cultural practices.

Through activity we would encourage children to play together using their imagination and they are able to communicate feelings and exchange ideas with the other children despite English as additional Language (EAL). Children pick up language through communicating with others.

Therefore, we have strategies in place to integrate multilingual children into the setting by accommodating individual needs. Our role is to promote '*inclusive practice*' and improving the life chances of children.

As practitioners our role is to support the child's communication, linguistic and representational competence in order to do so, we need to assess the child's current capabilities, plan appropriately to encourage the child's development allowing us to address the issues. In order to ensure individual children are learning language, it is vital for the children in early years to be in a rich language environment and getting plenty support from practitioners and here are ways of promoting:

- Group activities - such as circle time which enables children to share feelings and as practitioners we are able to provide correct forms of word in a sensitive way by not singling out any child.
- The environment - needs to include variety of displays and activities that emphasise different culture and language through key words and concepts.
- Labels on different objects and displays as it can help children learn the names of objects, helping with their literacy skills and knowledge.
- As a practitioner we need to value and celebrate Individuality, difference and diversity, by showing appreciation and respect for children's home language, Hence, the reason we have '*Welcome*' displays with different languages.
- We take part in celebrating special days and input it in our planning as part of the EYFS curriculum.
- We also hold workshops for both children and their parents as working together results in a positive impact on children's development and learning.
- The policies within our provision include working with children and families learning English and promoting parents as the first educator of their child.
- We also need to be aware of any cultural practices that may be different, in order to be able to work effectively with all children.
- We have reading time, where we read books to children and they also have individual support during literacy hour.
- We look through the book, describing the pictures or objects and sometimes we ask children open ended questions, this supports multilingual children to improve their language and communication.

- We provide variety of representational forms and visual supports i.e. flashcards, picture books, artefacts, building, music and movement, pictures, all of which enhances early literacy.
- We offer repetitive songs and stories which help children familiarise the words and link it.
- Mark making is another method of communication that is offered in the setting.
- We organise a weekly planner of the activities meeting the requirement of the EYFS (2021) and within our planner we have additional support for multilingual children.

Through the use of resources and their play we can identify and monitor any additional support needed for children to support their development of their first language whilst acquiring English. By understanding and facilitating the needs of a child it will make them feel confident and increase their communication with practitioner and their peers. We are to understand a child's current development stage and take a holistic approach, in order to support their learning and development

(Part of our teaching method we use Every child a Talker (ECAT) and Ethchat tool.)

## 9.3. British Values

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### Fundamental British Values in the Early Years

At the recent Learn Explore Debate events (March 2015) we heard a lot of queries about how providers should be interpreting Fundamental British Values in the early years and how that will be reflected by Ofsted in inspection. Our feedback noted that many of you would welcome further clarity and guidance on what British Values means in the early years to reduce misinterpretation and confusion.

Having checked with the Department for Education (DfE) the statutory requirements for early years providers are now clear. The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2021 Early Years Foundation Stage.

Separately, the Counter Terrorism and Security Act also places a duty on early years providers “to have due regard to the need to prevent people from being drawn into terrorism” (the Prevent duty). The duty is likely to come into effect from July 2015. Statutory guidance on the duty is available at <https://www.gov.uk/government/publications/prevent-duty-guidance>. DfE will in due course amend the EYFS to reference providers’ responsibilities in the light of the Prevent duty.

To help demonstrate what this means in practice, we have worked up the following examples based on what is in the statutory guidance. They are just that – examples - and not exhaustive, but hopefully useful to you. We have shared these with DfE who agree they are helpful examples.

#### *Democracy: making decisions together*

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other’s views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands
- staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development

As part of the focus on managing feelings and behaviour:

- staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong
- staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone

*Individual liberty: freedom for all*

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning
- staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class

*Mutual respect and tolerance: treat others as you want to be treated*

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community
- children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences
- staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions
- staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

What is not acceptable is:

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge gender stereotypes and routinely segregate girls and boys
- isolating children from their wider community
- failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

## 9.4. Date to be reviewed

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All the Equal opportunities section of the policy was adopted by Little Miracles Nursery.

On: 22<sup>th</sup> November 2021

Date to be reviewed: September 2022

Signed on behalf of the provider:

Name of Signatory: Shelena Begum & Shoid Islam,

Role of signatory (e.g. chair, director or owner): Directors

Date to be reviewed	Date reviewed	By who	Signature
September 2019	September 2022	Shelena	
September 2020	September 2021	Shelena	
September 2021	22th November 2021	Shelena	