



LONGRIDGE TOWERS SCHOOL

JUNIOR DEPARTMENT

Equality of opportunity: Inclusion

General Welfare Requirement: Safeguarding and Promoting Children's Welfare

The provider must take necessary steps to safeguard and promote the welfare of children.

Policy statement

We will ensure that our service is fully inclusive in meeting the needs of all children, and that we value diversity and promote equality. Our setting is committed to anti-discriminatory practice to promote equality of opportunity for all children and families. This Policy is written in conjunction with The Junior Department Equality of Opportunities Policy.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning and development.

Procedures

Admissions

- We ensure that all parents are made aware of our Equality of Opportunity Policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability if we can meet the needs of the child.

Training

- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.
- We seek out training opportunities for staff and volunteers to enable them to develop inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and care procedures when these are required.

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. 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 children have equality of access to learning
- making adjustments to the environment and resources to accommodate a range of learning, physical and sensory impairments
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys
- positively reflecting the widest possible range of communities in the choice of resources
- avoiding stereotypes or derogatory images in the selection of books or other visual materials
- celebrating a wide range of festivals
- creating an environment of mutual respect and tolerance
- differentiating the curriculum to meet children's special educational needs

- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support e.g. bursaries.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Monitoring and reviewing

- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

Legal framework

The Equality Act 2010

Disability Discrimination Act (DDA) 1995, 2005

Race Relations Act 1976

Race Relations Amendment Act 2000

Sex Discrimination Act 1976, 1986

Children Act 1989, 2004

Special Educational Needs and Disability Act 2001

S J Phillips

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