



## **INCLUSION POLICY/EQUAL OPPORTUNITY POLICY**

- Playtime Day Nursery is committed to providing equal opportunities for all children and families.
- We believe that no child, individual or family should be excluded from nursery activities on the grounds of race, gender, sexuality ethnic origin, religion, colour or disability.
- We expect all those who work within the nursery to implement this policy.
- We will aim to create a non-sexist atmosphere and create positive role models through toys, books and games to encourage equal development of all children.
- We will aim to provide positive images of different ethnic minorities and cultures through posters, books and puzzles, small world play and clothes and the celebration of festivals.
- All children's individual needs dietary, religious, home languages etc will be recorded on enrolment forms to ensure appropriate care is given to all children.
- We consistently promote the equality of all children through all our policies.
- We regularly review our childcare practice and offer staff training and support. This is to ensure active and effective equality for all
- The setting will provide policies/enrolment forms in the mother tongue to ensure all families' needs are met.

**The name of the settings Inclusion officer is Shelly Mahoney.**

Playtime Day Nursery is committed to providing equal opportunities for all children, families and practitioners. The diversity of all individuals and communities is respected and all families are welcomed and valued. No child or family is discriminated against and all children are given equal opportunities to engage in the curriculum.

### **Admissions**

All children are included and are admitted according to the availability of spaces. Looked after children and children with Special Educational needs and disability (SEND) will take priority on the waiting list.

### **Partnership with parents**

The nursery team is committed to working with all parents and carers to develop a two way flow of information about each individual child. We will develop a learning journey for every child which will be a shared process of information. This will build a personal picture of your child's culture,



home and family time as well as their individual learning and development needs, interests and next steps.

### **Working with children**

Each child's individual journey will be personal to them and based on their individual needs, interests and experiences. They will be encouraged to develop as individuals and all children are listened to and valued.

### **Children's entitlement**

All children have rights and entitlements and should be treated fairly regardless of race, religion or ability. This applies regardless of their family background, the languages they speak, whether they are girls or boys, whether they have a disability, whether they are rich or poor and no matter what they say.

### **Learning environment**

The learning environment will support the individual learning needs of all the children and will provide them with opportunities to explore and experiment, be creative and share their experiences and feelings with others and have these valued and respected. We will provide positive images of different ethnic minorities and cultures, especially those that reflect the cultural backgrounds of everyone in the setting through posters, books, puzzles, small world play, clothes and the celebration of festivals that are significant.

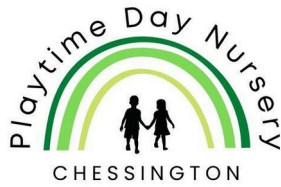
We will promote positive images through resources in the setting and these will reflect the diverse society that we live in. We will aim to create a non-sexist environment.

All children's individual needs dietary, religious, home languages etc will be recorded on enrolment forms to ensure appropriate care is given to all children.

Creating an environment of mutual respect and empathy making sure all children feel valued and good about themselves.

Helping children to understand that discriminatory behaviour and remarks are unacceptable.

### **Anti-bullying**



Children must be encouraged to recognise that bullying, fighting and discriminatory remarks are unacceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but is always a repeated behaviour that makes others feel uncomfortable.

Any form of bullying is unacceptable and staff will follow the following procedure to help them deal with challenging behaviour:-

Staff are encouraged to recognise that active aggressive behaviour in the early years is part of a child's development and that it should be channelled in a positive way.

Children need help to understand that aggression to get things is inappropriate and they should be encouraged to resolve problems in other ways.

Staff should be ready to initiate games and activities when they feel play has become aggressive both indoors and out.

By promoting positive behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society.

### **Progress checks at two**

When a child is aged between two and three years your child's key person will review your child's progress and provide you with a written summary of your child's development focusing on communication and language, physical development and personal, social and emotional development. This progress check will identify your child's strengths and also highlight any concerns. If concerns are identified a targeted plan to support your child will be developed.

### **Special Educational Needs and Disability (SEND)**

All children are entitled to an education that enables them to:

- Achieve the best possible educational and other outcomes, and

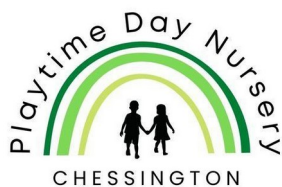


- Become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education (Code of practice 2014)

We aim to identify children with Special educational needs (SEND) as early as possible (through observation and assessment) so that their needs can be met as early as possible. Parents will be consulted and will be asked to contribute to the child's learning journey through planning and individual learning plans.

The name of our Special Educational Needs coordinator (SENDCO) is Shelly Mahoney. It is her responsibility: -

- Implement and review the nursery policies.
- Attend regular training and attend termly network meetings to keep up to date with current practice.
- Ensure that the needs of children are being met in all aspects of planning and practice. The Early Years foundation stage will be co-ordinated by manager/deputy and room leaders with all staffs in put on a weekly basis and monthly staff meetings.
- The needs of all the children are meet through observation, assessment and progress tracking. Differentiated planning is developed to meet all children's individual learning needs. If a child is not making expected progress or where there progress gives cause for concern the nursery will carry out an assessment with the parents to identify if SEN support is needed.
- If SEN support is needed the setting in consultation with parents will draw up an Individual education plan (IEP) which sets specific targets for the child this will be reviewed and evaluated at regular intervals.
- If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in the nursery by external support services. This may lead to 'additional' or 'different' strategies and external support outside of the nursery. External support services will provide information for the child's new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child's nursery setting.
- If despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress; the setting would consider requesting an Education, Health and Care needs assessment.
- To train and support staff to meet children's needs and to keep records, responses and actions that meet the child's needs.



- The SENDCO is to keep up to date with current practice and work in line with the SEND Code of Practice.  
Further information can be found on Kingston Send page [http://www.kingston.gov.uk/info/200326/special\\_educational\\_needs\\_and\\_disability\\_send](http://www.kingston.gov.uk/info/200326/special_educational_needs_and_disability_send)  
For further information about the Local offer which defines the help there is for children with special educational needs or disabilities and gives information on how to access this help. Go to <http://www.kingston.gov.uk/info/200328/localoffer>

### **Medical conditions**

The setting will take steps to ensure that children with medical conditions get the support required to meet their individual needs.

### **Transitions and other agencies**

To liaise with parents/carers, other professionals and agencies to ensure that they work together to identify the needs of each child at any particular time.

To pass on information to future settings the child may attend and other agencies the child may be involved with. To work together for the benefit of the child and to ensure continuity in the child's learning journey.

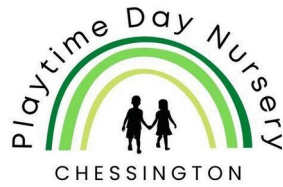
### **English as an additional language (EAL)**

Staff will respect language diversity and ensure that children's language and cultural experiences are valued. The child's language history will be discussed with parents and the use of the Child's home language in play and learning will be supported through signs, labels, books etc. Staff will use the (RBK) EAL Assessment for the Early Years Foundation stage as a tool to support and assess children's language development.

### **Gifted and talented and more able children**

Staff will plan personalised learning to support gifted and talented children. Parents will be consulted to find out the history of the child's learning and development achievements. The staff will then nurture the gifts and talents of the children through the implementation of the EYFS and they will encourage children to talk and ask questions and will set challenges and differentiate learning to meet their needs.

### **Discriminatory behaviour**



The nursery is committed to providing an equal and welcoming atmosphere for all. Staff will be given the opportunity to access equal opportunity training and will work with a non-discriminatory approach. Any discriminatory behaviour, remarks or questions will be dealt with in an open, honest and sensitive way. We aim to create an environment where discriminatory behaviour is unacceptable.

We expect all those that work within the nursery to implement this policy.

**Complaints procedures**

Any complaints can be discussed with the settings Inclusion officer Shelly Mahoney.

The setting has a procedure that is followed when a complaint is made, for the terms of this please see Playtime’s complaints procedure.

Manager/deputy

signature.....Date.....