

Equality and Diversity **and Special Educational Needs and Disabilities**

Our setting is committed to valuing diversity and promoting equality of opportunity for all. We seek to challenge prejudice and discrimination and to create an anti-bias environment in which all children have a sense of belonging. We recognise that each child is unique and aim to meet their individual needs in order for them to achieve their full potential. We promote and encourage positive attitudes and relationships between all our children, families and the wider community.

The diversity of families in our setting

The setting is registered for 84 children and currently has 188 on roll. The setting's intake is predominantly White British, with some families from our local Asian community, but in recent years there has been an increase in children from mixed families from minority ethnic groups, predominantly from Eastern Europe. These currently account for 17% of our total number. The percentage of children for whom English is an additional language has risen to 5%. The proportion of low income families has risen recently with the introduction of funded two year old places. This now accounts for 6.5% of our places. None of our children currently has an Education, Health and Care Needs Plan (formerly Statement of Special Educational Needs), but we have one application pending, for a child who currently has one to one support through Early Years Access Funding.

Recognising and respecting difference and diversity

We recognise that treating people equally does not necessarily mean treating them the same. Our policies, procedures and activities promote equality and we challenge discriminatory behaviour and language, but we also take into account differences of life experience, background and individual needs, and barriers and disadvantages that people may face.

We respect the religious beliefs and practices of all children, families and staff and comply with all reasonable requests relating to religious observance and practice.

Admissions and transitions

We base our admissions policy on a fair system. We endeavour to encourage maximum participation of all community groups. We do not discriminate against any child and make all reasonable adjustments to facilitate places for all children. We aim to fully support all transitions and understand that different children and their families may need different levels of support to achieve smooth transitions, when starting nursery, moving to the next room, or starting school.

Communication and information

We value and respect all communication with children, parents/carers, staff and other professionals. We endeavour to arrange opportunities for discussion/feedback and meetings at mutually convenient times.

We aim to make information accessible to all our families in whatever format is most helpful and appropriate, including verbal and visual information, clear written information (including electronic) and translated materials if required.

We aim to ensure that the content of this policy is known to staff, parents/carers and children where appropriate.

We will ensure that the names of our setting's SENCo and ENCo are prominently displayed in the nursery for our families to see.

Setting ethos, positive attitudes and relationships, and a shared sense of belonging

Our Vision statement, our policies, procedures and activities are all designed to promote positive interaction, good relationships and respect between individuals, groups and communities.

Trust is developed through confidence in confidentiality, and this encourages ongoing dialogue between parents/carers and staff, both formal and informal. Management are friendly and approachable, and all customers know there is an open door policy if they have any concerns they wish to discuss.

All children and families, all staff and students, and all representatives from outside agencies, are valued and welcomed, and are encouraged to feel a sense of belonging in our setting.

Resources, activities and the environment

We aim to promote an inclusive ethos and offer children a range of relevant resources that positively reflect diversity, as well as suitable activities that reflect their interests. We make adjustments to ensure planning reflects equality of access to resources and activities for all children, including those with SEND and those who speak English as an additional language. We encourage children who speak English as an additional language to also speak their home language and understand the value that this has in contributing to a positive sense of identity, learning and general linguistic development.

Staff development and training

We ensure that all staff receive appropriate training and opportunities for professional development to enable them to develop anti-discriminatory and inclusive practices. We ensure that staff are confident and fully trained to meet the individual needs of all the children.

Staff recruitment

All posts are advertised and all applicants are judged against explicit and fair criteria. Applicants are welcomed from all backgrounds and we aim for staffing to represent the diversity of the community. All job descriptions include the promotion of equality as part of their specification, and all interviews include at least one equality and one SEND question.

Designated roles and responsibilities

Our setting has two Special Educational Needs Coordinators (SENcos). Currently our SENCo's are **Nicky Carter** and **Lorraine Phillips**.

The SENCo's coordinate the provision for children with special educational needs or disabilities within the setting, work in partnership with parents, staff and external agencies, and ensure appropriate record keeping procedures are in place.

Our setting has two Equalities Named Coordinators (ENCos). Currently our ENCo's are **Kimberley Griffiths** and **Lorraine Phillips**.

The ENCo's coordinate the development of equalities provision throughout the setting. The ENCo's are responsible for ensuring that the Equality and Diversity and SEND policy is implemented and that its effectiveness is regularly monitored. They are responsible for ensuring that:

- Staff receive appropriate training
- The Equality and Diversity and SEND policy is consistent with current legislation and guidance
- Appropriate action is taken wherever discriminatory behaviour, language or attitudes become apparent.

Addressing prejudice-related incidents

Our setting is opposed to all forms of prejudice and will take action against discriminatory behaviour from staff, parents/carers, children, or visitors to our setting.

We aim to foster a culture where prejudice related incidents are pro-actively dealt with and reported. We follow the guidance in the ENCo handbook regarding prejudice-related incidents, and will keep a record of these.

Narrowing the gap

We aim to identify the vulnerable and underachieving individuals or groups within our nursery and implement strategies to close the gap in achievement between these and others.

As a recognised vulnerable group, we understand the need for early identification and assessment of children with SEND. We work closely with parents and provide a differentiated curriculum and targeted learning to improve the outcomes for these children.

We follow the SEND Code of Practice: 0-25 years (1st September 2014), and seek the assistance of the Early Years Support Team and other outside agencies where appropriate.

Meeting the specific duties of the Equality Act 2010

We acknowledge our commitment to the specific duties under the Equality Act 2010. We provide information about our setting to parents/carers, through making all our policy documents available to them.

Monitoring and review

We review our equalities policy regularly, at least once a year, in consultation with staff and parents/carers.

We continually review our practice to ensure we are fully implementing our policy.