

EQUAL OPPORTUNITIES (INCLUSION) POLICY (July 2022)

At Little Acorns Pre-School we value each person as an individual and believe that all activities, admissions, and provision should be available to everyone. There will be no discrimination against any parent/carer, staff or child on the grounds of disability, social background, age, race, religion, gender, gender reassignment, pregnancy and maternity, sexual orientation, marriage or civil partnership.

We reflect and work to improve our knowledge and understanding of issues of anti-discrimination and promote equality and value diversity.

The individual needs of each child are met.

We do this in a variety of ways:

- We welcome diversity of family lifestyles and work with all families.
- For families who speak languages in addition to English, we develop strategies to ensure full inclusion.
- We ensure that children learning English as an additional language can access the curriculum and are supported in their learning.
- Encourage children, staff and parents to value and respect each other and will challenge any inappropriate attitudes and practices as stated in our Behaviour Management Policy.
- Little Acorns Pre-School offers flexible payment facilities for families with differing means e.g. weekly, half termly or full termly.
- We will aim to show an appreciation of the major events in the children's lives, without hindrance or intolerance to religious or cultural diversities.
- We have a wide range of resources that reflect different societies and cultures. These are promoted in positive ways that avoid stereotyping.
- Any medical or cultural needs will be met wherever

possible.

- All members of staff are given the opportunity to undergo training with individual needs and interests taken into account.
- Employment, selection and recruitment procedures are administered in keeping with equal opportunity principles.
- All members of staff have read and agree with our equal opportunities policy.

In addition:

- We aim to help all children to make progress and fulfil their potential. For those children considered more able in one or more area, please ask to see our ethos in our Statement File to see how we achieve this.
- Initially we gather information from parents/carers before a child starts so that we can prepare for any needs. We then gather information on a registration form, through an Induction between parent/carer and Manager, and an 'All about me' booklet.
- Children's ongoing needs are continually assessed using Parent to Key Person Update Sheets, as well as through informal discussions.
- Our planning system starts from the individual child, accommodating their needs and interests and preferred way of learning gleaned through observation and assessment.
- Where extra support is needed, we adhere to our SEN & Disability Policy.
- We are committed to working with parents and other agencies.
- Jayne Lock is Little Acorn's Equalities Named Co-ordinator and is responsible for reviewing, monitoring and evaluating the effectiveness of our inclusive practice.

Legislation links

- Education Act 1996
- Equal pay Act 1970
- The Equality Act 2010 (incorporating the Disability Discrimination Act)
- Race relations Act 1976
- Race relations Amendment Act 2000
- Sex Discrimination 1976, 1986
- Children Act 1989, 2004
- Childcare Act 2006
- Special Education Needs and Disability Act 2001