



# Inclusion Policy

## Introduction

At A2O we understand what Inclusion means in the widest sense, and our Inclusion Policy incorporates the rights of children and young people, parents/ carers, students and all staff.

Our organisation is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families, including but not limited to:

- Children with special educational needs and / or disability
- Individuals from minority groups, Travellers, and any other diverse cultural groups with English as an additional language
- Children in Public Care (looked after children)
- Those with specific medical needs, suffering from low self-esteem or experiencing mental health difficulties
- Any other groups at risk of exclusion or social exclusion.

It is the aim of all the A2O nurseries to provide quality care and education for all children, regardless of age, gender, ethnicity, or competence in English.

## Contents

Aims and Objectives .....	2
Method.....	3
Admissions .....	3
Employment.....	3
Training.....	4
Curriculum and environment.....	4
Valuing diversity in families.....	5
Food.....	5
Meetings .....	5
Monitoring and reviewing.....	5

## **Aims and Objectives**

The aim of this policy is to ensure that we meet the individual needs of each and every child in our setting. Our objectives are, therefore to:

- Work closely with parents, keeping them informed about their child's learning and encouraging them to work in partnership with the nursery.
- Wherever possible, to share learning objectives with all children, including those with learning difficulties and/or disabilities, to involve them in evaluating their progress and in setting new targets.
- Ensure that teaching methods, resources and learning goals are adapted to meet the individual needs of the child.
- Identify any learning difficulty and/or disability as early as possible and to offer appropriate support for learning and development.
- Work with other agencies, where appropriate, to provide the best learning and development opportunities for individual children.
- Ensure that inclusion and Equal Opportunities are put into practice.
- Raise quality and standards and increase awareness.
- Recognise the rights of the child.
- Encourage parents/carers to use our provision.

The legal framework for this policy is:

- The Equality Act 2010
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976 and Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001

## **Method**

In order to meet our legal duties, promote equality and inclusion in our setting and value diversity we follow these procedures:

### **Admissions**

- Our setting is open to all members of the community.
- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equality and diversity policy and all other relevant policies.
- 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, such as being a member of a Travelling community or an asylum seeker.
- We do not discriminate against a disabled child or refuse a child entry to our setting for reasons relating to disability.
- We ensure wherever possible that we have a balanced intake of boys and girls in the setting.
- We develop an action plan to ensure that all individuals can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

### **Employment**

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.
- All job descriptions include a commitment to valuing equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

## **Training**

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

## **Curriculum and environment**

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.

The environment intends to be accessible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably then, reasonable adjustments will be made to accommodate the needs of disabled children and adults.

We do this by:

- making children feel valued and good about themselves
- undertaking an access audit to establish if the setting is accessible to all children
- making adjustments to the environment and resources to accommodate a wide 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 children learning English as an additional language have full access to the curriculum and are supported in their learning
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages

### Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children and/or parents to contribute stories of the children's 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.

### 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.

### Meetings


- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting. 1:1 coffee mornings are scheduled periodically. Relevant questionnaires are circulated to obtain families feedback.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.

### Monitoring and reviewing

- To ensure our policy and procedures remain effective we will monitor and review them annually to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.
- We have a Complaints Policy and Procedure in place.

The equality inclusion and managing diversity coordinators are: **Sidra Abbas and Lauraine Nicholson.**

*A copy of this policy can be obtained from the Nursery Offices or downloaded via our website:*  
[www.acorns2oaksnurseries.net/home/policies](http://www.acorns2oaksnurseries.net/home/policies)

<b>Reviewed by:</b> Beverley Noble	<b>Signed:</b> 	<b>Date:</b> Sept 2018 Review: Sept 2019
---------------------------------------	---	---