



Policy Document:

Equalities and Diversity.

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Introduction

The Meadows Day Care Centre 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. We 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 children, families and the wider community.

The diversity of families in our setting.

The Meadows Day Care Centre is located in Chatteris, a Fenland town in Cambridgeshire. The Setting offers up to 40 child places per Nursery and After School Club session usually has approximately 100 children on the roll for the Nursery and ASC. The Setting's intake is predominantly white British, but in the last few years there has been an increase in children from minority ethnic groups. These still make up a small percentage of children (less than 1%).

Subsequently the percentage of children for whom English is an additional language has also risen, albeit still making less than 1%.

10% of our children are SEND,

By publishing this data we demonstrate our commitment to the specific duty within the *Equality Act 2010*.

Recognising and respecting difference and diversity.

Treating people equally does not necessarily involve treating them the same. Our policies, procedures and activities promote equality and we challenge discriminatory behaviour and language. Nevertheless they take into account differences of life experience, background and individual needs and the types of barriers and disadvantages that people may face.

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

Admission and transition.

We base our admissions policy on a fair system. We do not discriminate against any child and will make reasonable adjustments to facilitate places for all children.

We aim to fully support all phases of transition and understand that different children and their families will need different levels of support to achieve smooth transitions.

Communication and language.

We value and respect all communication, with children, parents/carers, staff and other professionals. We endeavour to listen and schedule meetings at accessible and convenient times.

We aim to make information accessible to families using a wide range of formats including verbal and visual information, clear written information (including email) and translated materials where appropriate.

We aim to ensure that the content of this policy is known to all staff, parents/carers.

We will share the names of our setting's SenCo and EnCo with families.

We provide a complaints procedure for parents/carers.

Our SenCo is LUCY CROFTS.

Our EnCo is LEA HODGES.

Our ethos.

Our policies, procedures and activities will promote positive interaction, good relationships and respect between individuals, groups and communities.

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 reasonable adjustments to ensure planning reflects equality of access to resources and activities for all children, including those with SEND or who speak English as an additional language.

We encourage children who speak English as an additional language to also use their home language and understand the value that this has in contributing to a positive sense of identity, learning and general language development.

Staff.

- Training and development.

We ensure that all staff, including support and committee members 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 the children, e.g. in administering medicines and performing intimate care procedures.

- Employment and staffing.

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 specifications.

All interviews include at least one equality and one SEN/D question.

- Designated roles and responsibilities.

Our setting has a Special Educational Needs Coordinator, LUCY CROFTS.

The SenCo coordinates the provision for the children with SEND within the setting, works in partnership with parents, staff and external agencies and ensures appropriate record keeping procedures are in place.

Our setting has an Equalities Coordinator, LEA HODGES.
The EnCo coordinates the development of equalities provision throughout the setting.

Addressing prejudice-related incidents.

The setting is opposed to all forms of prejudice and will take action against discriminatory behaviour (including that of staff, parents/carers and any visitor to our setting).

The setting aims to foster a culture where prejudice related incidents are proactively dealt with and reported. We will follow the guidance in the EnCo handbook relating to prejudice related incidents.

We keep a record of prejudice related incidents and feed back anonymous data to the local authority.

Narrowing the gap.

We aim to identify the vulnerable and underachieving groups within our setting and include strategies to close the gap in achievement between underachieving groups of children and others.

SEND is a recognised vulnerable group – in our setting we understand the need for early identification and assessment, we work closely with parents, and offer a differentiated curriculum, targeted learning and development to improve outcomes for children with SEND.

We adhere to the *Code of Practice for SEN 2011 (Graduated Response to SEN – Early Years Action, Action Plus or Statement of Special Educational Needs)*; we seek further support via a CAF (Common Assessment Framework)/Early Support where appropriate.

Meeting the specific duties of the Equality Act 2010.

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

We review our Equalities policy regularly, at least on an annual basis, in consultation with staff.

ADOPTION AND ANNUAL REVIEW OF THE POLICY

This policy was adopted on:.....- 1 September 2017
Signed:.....

This policy was reviewed on:-
Signed:.....