



## **EQUAL OPPORTUNITY & INCLUSION POLICY**

### **Rationale**

At Stepping Stones nursery we believe strongly in inclusive practice. We promote positive attitudes to all children, parents/carers and visitors who come into contact with the nursery. We believe that everyone is entitled to the same opportunity to learn, develop and grow in a community of mutual respect.

### **Equal Opportunities**

Our approach to equal opportunities encompasses all areas of our practice. We aim to include all children and families in all practice and activities within the nursery. Our policy applies to all staff, children, families and visitors. Each person is valued as an individual and we do not tolerate discrimination of any kind. Any incidents of this nature are dealt with appropriately.

Each individual room has their own equal opportunities coordinator, who is responsible for ensuring all staff have information regarding religious and cultural festivals and activities. They will also be able to support staff to develop inclusive practice within the room and promote a diverse and mutually respectful community within each room.

As a whole nursery setting, we will ensure that all aspects of the equalities act are being adhered to. All staff are able to access training regularly for themselves and others through our training and development programme.

### **Equal Opportunities and the curriculum**

- **We work within the Early Years Foundation stage to ensure that all children have an equal opportunity to learn and develop.**
- **We consider and aim to meet the individual needs of all children through the process of observation, planning and assessment.**
- **We ensure that the activities available provide many opportunities to play and learn a variety of things.**
- **We aim to provide stimulating activities.**
- **We encourage children to build on and extend the skills and knowledge they already have.**
- **We encourage the use of children's home language within play and learning activities**

We develop children's sense of identity and encourage their self esteem by creating an environment which recognizes them as individuals. The child's home life, culture, religion and interests are all taken into account when planning for them. We provide opportunities to celebrate diversity and encourage all to get involved.



### **Resources and Languages**

We endeavour to provide non stereotypical resources and those which assist children in developing an awareness of the wider world and the lives of their peers. We welcome children with many different languages and will work with parents and outside agencies to gain an understanding of basic words and phrases in children's first language. We use resources such as the talking language pen, talking tins and adopt strategies to support children who have English as an additional language. We use sing and sign sessions with our younger children to develop their communication skills.

We send staff on regular training to ensure that they support children with language and communication development and will also support staff to access training around developing English in those with a different home language.

### **Food and Festivals**

We meet the dietary requirements of all children. We obtain information about meal times restrictions at admission. This information is then shared with the staff and the cook. We also obtain information relating to religious or cultural festivals that parents wish their children to celebrate. We ensure that these are included in our planning.

### **Additional Needs**

We support those with additional needs throughout the setting. Where needed we will make the necessary reasonable steps to adapt the routine and environment to support the child.

Our SEN coordinator is **Kelly Dixon and Amandeep Shoker**. They are able to access training and support through the area SENCo and training team.

Please refer to our S.E.N policy.

The nursery manager will review the policy annually. They will also review, monitor and evaluate the inclusive practice within the nursery by carrying out observations, assessments, audits and reviews on the staff and environment.

**This is in line with 3.66 of the Statutory framework for the Early Years foundation Stage.**