



Equal Opportunities Policy and Procedure

"The EYFS seeks to provide equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported."

Page 5 of the Statutory Framework for the EYFS 2014

"Providers must follow their legal responsibilities under the Equality Act 2010" (3.58)

"Providers must have arrangements in place to support children with SEN or disabilities." (3.67)

We are committed to providing equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported. Our ethos is to ensure positive attitudes to diversity and difference, so that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability.

We have a legal duty under the Equality Act 2010 to be inclusive and offer an inclusive provision to children and their families. The Act incorporates the Disability Discrimination Act (1995) stating that children with disabilities must not be treated less favourably than children without a disability. 'Reasonable adjustments' will be made to enable children with a disability to participate.

The facilities, equipment and access to the premises are suitable for children with disabilities where ever possible.

Children learn from an early age to value diversity in others and grow up making a positive contribution to society.

We will meet the individual needs of all children by:

- ✓ Valuing each child for whom they are and recognising differences; so they feel understood whatever their ability, ethnic background or gender.
- ✓ Valuing each child's culture by making connections between experiences at home, my setting and the wider community.

- ✓ Talking to parents and/or carers about their child's progress and development, planning appropriate support where identified.
- ✓ Delivering personalised learning, development and care to help children get the best possible start in life.
- ✓ Children who have special educational needs or a disability will be included, valued and supported by identifying the need for additional support as early as possible
- ✓ We are aware of help available from the Children Centers. I can receive additional support through 'Targeted Setting Support', with your written permission, by contacting: tssrequests@westsussex.gov.uk
- ✓ We will work with parents and/or carers and other agencies where required.
- ✓ We will ask parents and/or carers if there is a need for any special services or equipment for children who may require additional support.
- ✓ We put into practice the 0-25 Special Educational Needs and Disability Code of Practice ; using the graduated response for identifying, assessing and responding to children's special educational needs.
- ✓ We monitor the effectiveness of my inclusive practice by:
 - Listening to and valuing all children in my setting, ensuring they have a voice.
 - Observing children in my setting and assessing whether the learning environment encourages inclusive practice.
 - Ensuring my knowledge about different cultural groups is kept up-to date.
 - Actively avoiding gender stereotyping and challenging any expression of prejudice or discrimination by children or adults.
- ✓ We promote and value diversity and difference by:
 - Being positive about differences between people and support children's acceptance of difference.
 - Celebrating and valuing cultural, religious and community events and experiences.
 - Providing books and resources which represent children's diverse backgrounds and which avoid negative stereotypes.
 - Providing positive images of all children, including disabilities.
 - Supporting children's understanding of difference and empathy encouraging positive attitudes and challenge negative attitudes with the use of props such as puppets and dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided.

- Encouraging children to talk about their own home and community life, and to find about other children's experiences.
 - Strengthening the positive impressions children have of their own cultures and faiths, and those in their community, by sharing and celebrating a range of practices and special events.
 - Visiting different parts of the local community.
 - Providing role-play areas with a variety of resources reflecting diversity. Sharing stories that reflect the diversity of children's experiences.
 - Ensuring that children learning English as an additional language have opportunities to express themselves in their home language some of the time.
 - Taking reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. I must also ensure that children have sufficient opportunities to learn and reach a good standard in English language.
- ✓ Under the requirements of the Childcare Register: childcare will be accessible and inclusive by taking all reasonable steps to ensure that the needs of each child, relating to their childcare, are met; and not refuse to provide childcare or treat any child less favourably than another child due to their race, religion, home language, family background, gender or disability and/or learning difficulty.
 - ✓ We must consider whether a child may have a special educational need or disability, which requires specialist support. We will link with, and help families to access, relevant services from other agencies as appropriate.

We will regularly review and evaluate the effectiveness of our inclusive practice.

Signature: