**EQUALITY POLICY**

**Policy Statement**

We are committed to helping to provide equality for all children and families.

We aim to create an enabling learning environment which is as accessible as possible for every individual who uses our setting and premises.

We endeavour to do this by valuing diversity, food, meetings, monitoring, reviewing and recording.

We will ensure that Jordans is fully inclusive in meeting the needs of all children. Our setting is committed to anti-discriminatory practice to promote equality and to value diversity for all children and families. We recognise that inclusive practice and meeting individual children’s needs lies at the heart of the EYFS

**Admissions**

It is our intention to make our nursery genuinely accessible to children and families from all sections of the local community.

We welcome all members of our community including children with special needs and disabilities.

We are flexible about attendance patterns so as to accommodate the needs of individual children and families.

**Employment**

The nursery school will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed. Existing staff must disclose to the manager any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children. JVNS provide all staff with supervision. Supervision takes place once a term and all staff may speak confidentially to the manager at a mutually convenient time. The manager is supervised by the assistant manager.

**Procedure for appointing new staff**

1. When appointing staff we will not discriminate against anyone on the grounds of sex, race, religion or disability.
2. When appointing a new member of staff to work as part of our team we would be looking to meet certain criteria. These would include : -A suitable child care qualification, a sound understanding of child development and children’s needs, an ability to help plan and implement nursery curriculum and an ability to work as part of a team with a friendly, flexible approach. Evidence of qualifications and experiences would be asked for in order to help us to judge the suitability of the applicant. The applicant must also be in good physical and mental health.
3. A job description would be set out clearly indicating what would be expected of a new member of staff and the job would be advertised accordingly. This will include a statement on the commitment to Equality of Opportunities.
4. The manager and assistant manager of Jordans Village Nursery School would conduct interviews.
5. Once a suitable person has been selected the relevant DBS checks would be carried out.
6. References would be requested and followed up.
7. Any new member of staff or students who have not been vetted will be supervised at all times by a member of staff in order to protect children effectively.
8. All new members of staff will be given induction training and made aware of all health and safety regulations. They will be asked to read and adopt the nursery policies.

As we do not consider it to be in the best interest of the child we do not appoint parents/carers of children currently at the nursery

**Training**

Training opportunities are regularly discussed between all staff and volunteers who are encouraged to participate in training, particularly in developing anti-discriminatory and inclusive practices.

All staff and volunteers will have a training log, which will be regularly reviewed in order to ensure staff participate in relevant training.

**Children**

Positive attitudes are encouraged with good behaviour being praised. A good self-esteem is encouraged in all children through praise and through sharing experiences with others. Children will be guided to understand right from wrong. Staff ensure that activities are made accessible to all the children adapting the provision and activities to suit individual needs where necessary, for example by giving extra adult support if needed. Staff play alongside children if they observe inappropriate practices in order to provide positive role models and alternative strategies. Discrimination will be challenged, and children encouraged to form good relationships with each other through activities which will help them to appreciate and value each other’s similarities and differences. The nursery uses resources and posters giving positive images of people in non-stereotypical roles from a diversity of racial, cultural and religious backgrounds and disabilities. We will review, monitor and evaluate the effectiveness of our inclusive practices.

**British Values**

Democracy – children are given choices. They are asked what activities they have enjoyed and what they would like to play with the following day. These choices are transferred to the planning. Children have access to trolleys relating to all the areas of learning.

Rule of law – children are involved with preparing inside and outside rules. These rules are discussed beforehand and are intended to ensure children are safe and secure.

Individual Liberty - children make choices and understand that their choices may be limited to take needs of others into consideration.

Mutual respect - we embrace the cultures of families in our care, we have a clear vision statement which underpins the Nursery provision.

**Equipment**

1. We aim to provide equipment, which recognises the diversity of ethnic and cultural groups within our society. Resources which reflect positive images of culture, ethnicity, gender and disability are used
2. We audit regularly to reflect our current cohort.

The toys and equipment in the nursery provide opportunities for children, with adult help, to develop new skills and concepts in the course of their play and exploration.

The equipment we provide:

1. is appropriate for the ages and stages of development of the children.
2. offers challenges to developing physical, social, personal and intellectual skills.
3. features positive images of people, both male and female, from a range of ethnic and cultural groups, with and without disabilities.
4. includes a range of raw materials which can be used in a variety of ways and encourages an open-ended approach to creativity and problem solving.
5. will enable children, with adult support, to develop individual potential and move towards the early learning goals.
6. All new equipment purchased conforms to all relevant safety regulations.
7. All equipment is sound and well made.
8. We aim to provide equipment, which recognises the diversity of ethnic and cultural groups within our society. Resources which reflect positive images of culture, ethnicity, gender and disability are used.

## Adjustments to ensure all children will be included, valued and supported.

## Environment and resources indoors and out

1. Children will have the opportunity to play in the fresh air, throughout the year (either in the nursery’s own outside play area, the local woods, the green or elsewhere in the village).
2. We acknowledge that children with disabilities may not necessarily have SEN, we have regard to the Equality Act 2010, and will make reasonable adjustments to ensure that the setting is inclusive and supports all families.
3. We ensure that children’s home languages, particularly when other than English, are valued and where possible, used to support children’s learning and development within our setting.
4. Craft activities are planned to take account of diversity. e.g. “People who help us” collages show positive images of those who help us. Crayons are also available in various skin colours to reflect our community.

**Festivals**

Our aim is to show respectful awareness of all the major events in the lives of the children and families in the nursery school, and our society as a whole, and to welcome the diversity of backgrounds from which they come.

In order to achieve this, we aim to acknowledge all the festivals, which are celebrated in our area and/or by the families involved in the nursery school.

Children will be made aware of the festivals, which are being celebrated by their own families or others, and will be introduced where appropriate to the stories behind the festivals.

Children and families who celebrate at home, festivals with which the rest of the nursery school is not familiar will be invited to share their festival with the rest of the group, if they themselves wish to do so.

**Policies**

Translations of policies into other languages will be made available to those for whom English is an additional language.

**A commitment to working with parents and other agencies**

**Families**

The nursery school recognises that many different types of family successfully love and care for children.

The nursery school offers a flexible payment system for families with differing means. All families are treated with equal concern and information about their child including beliefs, customs and dietary requirements is sought at the time of placement. Keyworkers are used to build good relationships with all families. They provide opportunities for parents to discuss their child’s individual needs. Where parents and families have English as an additional language an alternative means of communication will be sought for example by inviting a member of their wider family to translate.

**Complaints**

The nursery school operates a complaints procedure which will come into operation should the family disagree with any of the nursery provision.

A record of all complaints is kept, monitored and reviewed to determine any trends or amendments to current practices and policies

**Parental involvement and other agencies**

Parents are the first educators of their young children. The aim of the group is to support their essential work, not to supplant them. We will:

* Keep parents informed and involved through weekly website updates, emails, signs on the notice board and meetings with their child’s key worker
	+ Make all new parents aware of the group’s systems and policies.
	+ Ensure that parents are always able to discuss their child’s progress.
* Ensure that all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the group. Parents may also assist with fund-raising if they wish.
* Ensure that all parents are fully informed about meetings, and are invited to join their children at regular events such as concerts and sports day.
* Welcome the contributions of parents, whatever form these may take.
* Make known to all parents the systems for registering queries, complaints or suggestions.

Liaise with EYIS Inclusion Team, attend EYFS network meetings, Senco Liaison meetings and disseminate and share information and advice to all staff.

* Through the parents, Jordans Village Nursery School will welcome contact with outside agencies to liaise and discuss the child’s needs.

**SEND Code of Practice**

The SEND policy is written in response to the Code of Practice 2014, and in accordance with Government initiatives, including the requirements of The Early Years Education Code of Practice 2004/5 and Children’s and Families Act 2014.

We will work at all times within the Equality Act 2010 and will make reasonable adjustments in order to meet the needs of children. No child will be treated less fairly for reasons relating to his/her disability.

The SEND Code of Practice requires all staff to be fully aware of the settings procedures for identifying, assessing and making provision for pupils with special educational needs, therefore all members of staff especially Key People recognise it is their responsibility to seek and exchange information from parents and our Special Educational Needs Coordinator (SENCO).

* Jordans Village Nursery School concurs with this code and has written this policy outlining our practices and procedures.
* We believe that all our children should have equal access to the appropriate opportunities at Jordans Village Nursery School, regardless of their individual needs.
* We will provide a welcome for all children and their families.
* Jordans Village Nursery School recognises that a child has special educational needs if he/she has a learning difficulty, which calls for special educational provision to be made for him/her.
* The SENCO for Jordans Village Nursery School is Liza Langton
* The SENCO will continue to attend training and disseminate information to the staff.
* It is the SENCO’s responsibility to have read and understood all the information that Jordans Village Nursery School has on the child which is written in the child’s nursery profile (see appendix)
* Jordans Village Nursery School’s system of record keeping and observation, which operates in conjunction with parents and other services enables the staff to monitor the children’s needs and progress on an individual basis.
* The needs and progress of any child who has a special educational needs is monitored by Liza Langton, (SENCO) and their keyworker.
* The SENCO/Keyworker after consultation with staff, will inform the parents as soon as possible of any concerns regarding the child’s development and progress. The staff will value the knowledge and expertise of the parents when writing and planning individual targets or a SEN Support Plan for their child.
* Parents will be involved in the writing and review of all targets or Plans where we will consider fully their views and the views of their child.
* Parents are advised to contact staff as soon as they have any concerns. These concerns will be dealt with sensitively and in confidence. The Keyworker will arrange a meeting at a mutually convenient time.
* The SENCO will ensure accurate records are kept of meetings with parents, outside agencies etc. Only appropriate members of staff and the child’s parents will have access to confidential records.
* Jordans Village Nursery acknowledges support and liaison with the Early Years Improvement Service Liza Langton will attend relevant Inclusion Team, EYFS Network and SEND Briefing meetings and provide information on SEND as required.
* Liza Langton will be a reference point for colleagues on all SEND matters, including identifying and working with children with SEN and disabilities.
* Jordans Village Nursery School will endeavour to involve all children in the assessment of their progress, by listening to the child’s views and opinions and looking at examples of work.
* Staff will support the SENCO’s in their role and have due regard for confidentiality.
* Children with Special Educational Needs are admitted to Jordans Village Nursery with due regard to our admissions policy. In special circumstances where spaces allow and in conjunction with staff, we may admit a child as a priority.
* Though Jordans Village Nursery School acknowledge that not all children with a disability have a special educational need we have regard for the Equality Act 2010 and will make reasonable adjustments to include all children and their families.
* Jordans Village Nursery has a set of policies and procedures including the SEND policy, which deals with complaints and grievances of the parents. If a complaint cannot be resolved within the setting, parents can seek support from the SEND IAS ( Information Advice and Support Service) (01296 383754)

*This policy was adopted at a meeting of the nursery school held on (date) …………………..*

*Signed on behalf of the nursery school ………………………..*

*Understood and accepted by:*