

Langshott Ladybirds Nursery Inclusion and Equal Opportunity Policy

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Every child is a unique child and at Langshott Ladybirds Nursery we aim to provide outstanding and consistent care and education for all children with equal concern, and with regard to their care, needs, religion, race, culture, gender and ability.

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Langshott Ladybirds Nursery will not discriminate against, or treat children less favourably on the grounds of race, appearance, additional needs, disability, religion, gender or culture.

Staff will actively and consistently promote equal opportunities and anti-discriminatory practice to ensure that all families and children feel included, safe and valued.

Staff members will be treated with respect and will not be discriminated against for different gender, race, and sexual orientation etc

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Premises

Langshott Ladybirds Nursery will make reasonable adjustments for a disabled child.

The nursery is accessible through wide gates to the main entrance, suitable for adult and child wheelchair access or double child buggy. Our outside learning area has a soft play surface, equipment can be easily moved to suit the requirements of children at each session and to maintain a safe or clear pathway for children and adults requiring wheelchair or walking frame access or use. Equipment is at an appropriate level to suit the needs of children, some equipment may have a variable height adjusting facility .

At the entrance to the main building there is an easy access slope with double entrance doors.

Furniture is wheeled and may be moved easily to accommodate adults or children using wheelchairs or walking frames. Equipment is stored at a low level, within easy reach, so that children may make independent choices. Storage is in wheeled cupboards ensuring adults are able to move it readily to accommodate the needs of the children within each session. More room can be made if a child prefers to play on the floor, equally for those with walking aids or wheelchairs.

Parental Involvement

All parents and guardians will be treated with equal respect, parents are encouraged to become involved in the nursery through voluntary help, stay and play sessions, committee meetings, fund raising events, consultation meetings, feedback forms on newsletters etc.

Langshott Ladybirds Nursery will complete the required 'Local Offer' online which provides parents with information on ways our nursery supports and provides for children with special educational needs or disabilities (SEND).

Special dress requirements will be respected and dietary requirements will be catered for. A separate jewellery policy is in place to ensure the safety of all children at Ladybirds, we ask parents to respect

the nursery policy , however, we will work with parents to find a mutually agreeable solution to any problem that may arise in relation to this policy.

Parents and guardians will be invited to share their knowledge with us either in a practical way during the nursery session or verbally for staff to learn from and use in nursery.

Parents and guardians will have easy access to staff for informal discussions about their children.

Parents or guardians who wish to discuss matters of a confidential nature will be invited to make an appointment to speak with the nursery manager, assistant nursery manager or their child's key person (whichever is appropriate for the purpose).

All children at Ladybirds are provided with a record of development file in which key persons, children and parents may make a written contribution or add photos or pieces of 'work'. Parents will have easy and regular access to their child's record of development and will have the opportunity to contribute to it. During their consultation meeting, parents will be given information on ways we observe and record their child's development with regard to the EYFS. So that parents may find ways to support or contribute to their child's learning at home, advice on where to get more information on the Foundation Stage is included in the initial welcome pack, as part of the letter included with their child's record file, their child's key person will highlight this at each consultation meeting and also information can be found on our website.

Regard is paid to the S.E.N.D code of practice for identification and assessment of special educational needs. In order to form a clear and detailed picture of the needs of the child an additional record will be kept for children who have additional needs, these records, consultation and information sharing between Ladybirds staff, key person, the child's parents and outside professionals involved with the child will form the basis for planning a suitable individual education, health or care plan for the child. Written records are shared with the parents of the child and conversations with regard to the child's development and welfare are recorded, a copy is included in the child's information file and a further copy provided for the parents.

Parents are invited to read and comment on our policies and procedures during their stay and play visit to Ladybirds Nursery. The nursery asks parents to sign in confirmation that they have read, understand and agree to our policies and procedures. Staff are available to discuss or clarify points raised by parents. The nursery is open to suggestions from parents with regard to procedures and policy making, parent views are sought through questionnaires, informal chats and committee meetings.

Children with English as an additional language

Parents are encouraged to support their child as they learn the language most spoken in their home. We work closely with parents to establish clear communication to best support their child as they learn English in ladybirds nursery. We share information or concerns about the child's development and meet with parents to discuss strategies implemented at nursery to support the child as they learn.

The nursery provides English and dual language books for our children's library, these books may be taken home to share with family members. We provide a board in our cloakroom displaying a welcome to our nursery in a range of different languages, paying special attention to reflect the diverse cultures and languages spoken amongst our parents and children within Ladybirds.

We invite parents and carers to join us at nursery to read stories or rhymes in their home language and also keep some key words written in our register for reference.

The child's key person in Ladybirds is responsible for assessing the child's development of Communication, Language and Literacy in English with reference to the fact that the child has English as an additional language.

Key persons will liaise closely with parents to establish the child's development in the language they use most at home. Information will be shared with the nursery SENCO.

The nursery is able to assess individual children using a language monitoring tool, this gives us a good knowledge of the child's understanding and stage of development, resulting in our being able to provide support strategies to best suit individual children.

Children who do not have a good standard of English may need extra support to ensure they are competent in the language in order to fully benefit from the opportunities available to them in the latter part of the EYFS and on entry into Key stage 1.

Many staff at Ladybirds nursery have a wealth of experience in supporting children's language development, and have taken relevant language courses in order to work with all children as they develop their language and communication skills.

REMA are able to assess children's speech development in their home language. REMA may be contacted if a child is not speaking English after some time in order to ensure that the child is developing at the expected rate in the language spoken at home.

Details of how to contact REMA are at the end of this policy.

Resources

The nursery will provide qualified staff, competent in ensuring that activities are differentiated to include all children with regard to their level of development. Children will be supported in achieving and meeting their individual potential through play and with adults using careful open ended questioning, role modelling and telling the child what we know. Staff will attend training to ensure that their practice is up to date and relevant to the children we have on role.

A bank of staff is available to cover for sickness or course attendance etc. The nursery has a good complement of qualified and experienced staff providing flexibility where required.

Staff are aware of the individual needs and stage of development of the children, our nursery is within one room where staff mix with all children. Key persons have responsibility to report concerns or to share information with other members of the team. Information is shared at regular formal and informal staff meetings, record files are available for key persons, the daily planning reflects the needs of individuals highlighted by key persons. Key persons share in planning a weekly and daily plan which reflects the needs, interests and stage of development of the individual children in their care. Information on individual requirements is passed to the member of staff responsible for planning and for ensuring children have a challenging and enjoyable time at Ladybirds.

The requirements of any ISPs for each session are stored on a clipboard in the register drawer, available to all staff, staff also will have their own copy for reference. Matters in connection to an ISP will be discussed with the team at the beginning of each session the child attends.

Staff are deployed with regard to the required ratios when working inside and outside of the nursery. Extra staff may be provided to support individual children or to increase staff levels at times of high need, such as the beginning of the academic year, when many children are beginning their transition from home to nursery. A bank of volunteer or paid staff is available to work where required. In addition to this, the nursery staff are flexible in their approach and willing to alter shifts to suit individual needs where possible. Where possible, staff with specific skills may be deployed to support individual children.

Children who are taking part in an outing will be supported with regard to their individual needs. The nursery has a separate outings policy.

The nursery is very well equipped with stimulating and inviting resources, staff provide an enabling environment where they differentiate activities to suit children's individual needs. Specific equipment can be purchased when funds allow, in order to provide for particular needs. For equipment required to support a child with a specific need or disability the nursery will endeavour to claim additional funding from Surrey County Council inclusion grant, discretionary funding or Early Health Care plan in order to purchase what we need, (information on claiming can be found at the Surrey county Council website).

Equipment is non gender specific in all cases. Gender issues and views are always challenged by staff who are consistent in their delivery of an inclusive and supportive curriculum to all children. Multicultural diversity is woven through all aspects, areas and activities within nursery, providing children with resources that reflect our truly multicultural society. Children's awareness of gender, disability, culture and beliefs is raised through positive images of our multicultural society displayed through pictures in books, story books, posters, a variety of play equipment, and competent consistent adults to support or challenge the children's ideas and thinking. We provide English and dual language picture and story books in our quiet area and play music from a range of cultures celebrating a wide diversity of language and styles.

Key person

Every child at Ladybirds has a key person within the nursery who is there to attend to the needs of the child and support them as they settle in or go through any transition. Key persons will make formative and summative observations to inform other staff members and parents, and ensure that we provide an appropriate, and useful curriculum plan to suit the needs of individual children in our care which is delivered consistently by all staff.

The key person is responsible for engaging with the parent or carer in order to form good and positive relationships with both parent/carer and child. The key person will spend time in nursery settling children when their main carer leaves, playing with the children, attending to their personal hygiene requirements and being there at times of stress (such as following an accident or an incident or during a transition phase). Key persons will assist children as they learn to negotiate and play with their peers, they will support them as they gain confidence and learn to be independent, encouraging children to 'have a go'. Key persons will give the child time to do things for themselves and gradually step back from their role as the child becomes more independent, whilst always being around to step in and support where needed.

The key person will share information about the child's development at consultation meetings and chats with parents/carers, they will also complete the child's Record of Development file, which is shared with parents/carers at regular intervals (or when the parent requests).

(more information on the role of the key person can be found within this policy in the resources section).

This policy is written in conjunction with our policy for SEND

REMA contact details : Jane Salkeld REMA lead teacher (East) janesalkeld@surreycc.gov.uk 07970 885294

This policy was written with support from the EYFS, Surrey County Council procedures guidance, Surrey County Council Local Offer crib sheet.

This policy meets the EYFS 2021 and Surrey safeguarding and welfare requirements and has regard to the Disability and Equality Act 2010

This policy was reviewed and updated June 2021