

# Equal Opportunities & Inclusion Policy

I will make sure that staff actively promote equality of opportunity and anti-discriminatory practices for all children and their families. I will make sure that all staff treat all children with equal concern and respect.

We recognise and welcome all legislation and existing codes of practice produced by appropriate commissions, for example the Equality and Human Rights Commission.

We value and respect the different racial origins, religions, cultures, and languages in a multi-ethnic society. We oppose discrimination against any child, person, or family on the grounds of race, ethnic origin, colour, cultural background, language, religious belief, nationality, gender, marital status, sexual orientation, disability, health status, social class, or other such factors. Staff will challenge any remarks we feel are inappropriate.

Staff will provide equal chances for each child to learn and develop to their full potential, considering each child's age and stage of development, ability, gender, ethnicity, and home language.

We provide and make sure that all the children have access to a range of books, puzzles and other toys which provide positive images and examples of the diversity of life in our society.

Staff will challenge racist and discriminatory remarks, attitudes, and behaviour from the children in our care and other adults.

In the setting, children will learn about how our differences should be celebrated. They will be encouraged to embrace their own unique qualities and develop a positive image of themselves, as well as their own family and community.

This highlights that all children and young people are entitled to an education that enables them to make progress.

I recognise that I (Emma Taylor) am the Additional Support Needs Coordinator for the setting and as such, it is my responsibility to collaborate with parents to identify if a child is struggling in a particular area and may need additional support. I have access to and, where necessary, will refer to the Additional Support for Learning: Statutory guidance 2017 for further information.

As a childcare provider, Care Inspectorate require staff to be aware that some children may have additional support needs or disabilities, and I will be proactive in ensuring that appropriate action is taken if a child needs support within the setting or from external agencies. I will promote the welfare and development of the child in partnership with parents and other relevant agencies. I have therefore put the following procedures in place.

If I or staff feel that a child in our care is not meeting the expected developmental milestones for their age, or has difficulties in accessing the curriculum at the level expected for a child of their age and cultural/social background, we will keep observational notes and share our concerns with the child's parents/carers as soon as we have enough information to explain our concerns and suggest next steps to put in place. I will discuss what support we can provide within the setting, as well as the possibility of referring the child for support from external agencies, if we feel this is appropriate. Any such discussions will be always kept confidential and only discussed with other agencies with parental permission.

If we are caring for a child with additional support needs, we will be as inclusive as we can within the setting, by providing suitable adaptations to activities, wherever possible. We will aim to give all children access to the same curriculum experiences, whenever this can be achieved. Staff will, always, encourage the child's confidence and independence.

Staff will work in close partnership with parents/carers and discuss the need for specialist equipment or support, if appropriate. I will seek additional funding where available if possible and provide as much of the equipment and support as we reasonably can. However, this may not always be possible due restrictions such as lack of funding, available space within the setting, needing to share time with other children, etc.

Emma's Explorers

Date: 05 2025

Review Date: 05 2026

# Equal Opportunities & Inclusion Policy

If the setting is unable to meet the additional needs of a child with additional support needs or if doing so affects the safety or wellbeing of other children in the setting, I will discuss this with parents/carers as soon as possible. If this should be the case, parents/carers may need to look for alternative childcare arrangements. In such a situation, if mutually agreed, our contract may be terminated with less than the standard notice period, to work in the best interests of the child.

I (Emma Taylor) have carried out training sessions in the following areas to support children with additional support needs:

- NHS OT Sensory training
- Emotional Regulation training
- Social Coaching
- Thinking about inflexible thinking
- Supporting Young people with Anxiety
- Help the demand avoidant (PDA) child in your class.

Please do not hesitate to contact me to discuss any area of your child's wellbeing or development. Staff will support parents/carers with any concerns they may have and work collaboratively to ensure your child receives the best possible support.