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**Play • Learn • Grow**

### **Safeguarding and Welfare Requirement: Equal Opportunities**

Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs and disabilities.

## **Inclusion Policy**

### **Policy statement**

We strive to include everyone in a welcoming and friendly manner. We provide an environment in which all children are supported to reach their full potential.

We will not exclude any child, family or other adults from the setting on the grounds of gender, sexuality, class, family status, disability, colour, culture, religion, language, belief, ethnic origin or status of residency.

This concept applies to all aspects of the policy.

## **Admissions**

### ***Statement of Intent***

*It is our intention to make the Pre-school accessible to children and families from all areas.*

We:

- Aim to ensure that all sections of our community are able to have access to us through open, fair and clearly communicated procedures.
- Are flexible about attendance patterns to accommodate the needs of individual children and families with prior agreement with the parent/carers.
- Ensure that information is accessible – in written and spoken form – and where appropriate, in different languages. Where necessary, we will try to provide information in Braille, or through signing, or an interpreter.
- Arrange our waiting list in birth date order regardless of developmental age, ability or disability. Please refer to the Admissions Policy.
- Will carefully consider the needs of transient families and provide places if available.
- Endeavour to accommodate the needs of children with any disability and will strive to adapt our facilities where possible.

## **Employment**

### ***Statement of Intent***

*We aim to provide a high staffing ratio to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and are checked for criminal records through the Disclosure and Barring Service in accordance with Ofsted's requirements. We are committed to recruiting, appointing and employing staff in accordance with all the relevant legislation.*

We:

- Endeavour to accommodate the needs of staff with any disability and will strive to adapt our facilities where possible.
- Ensure all job descriptions include a commitment to equality and diversity as part of their specification.
- Advertise all posts in the local community and all applicants are judged against explicit and fair criteria.
- Offer the post to the applicant who best meets the criteria, subject to references and checks by the Disclosure and Barring Service. This ensures fairness in the selection process.
- Recognise and value the skills of all staff. All staff are given status and support and are encouraged to share their knowledge.
- Give responsibility to all staff, including key working and individual areas of Learning. (including Special Educational Needs and Disabilities Co-ordinators).
- Ensure all staff have the opportunity to develop through the appraisal system and termly assessment.
- We provide access to the South Glos training book on-line, staff are encouraged to develop their own CPD with support from Manager/Deputy. Staff are encouraged to feed back to the team at staff meetings. Any training will be paid for.
- Offer regular training (with outside agencies).
- Regularly hold staff meetings, these meetings are always minuted and circulated. Staff can attend Committee Meetings if they wish to do so and staff are always given the opportunity to bring points to the agenda.
- Set aside time for SEND, curriculum areas, key working issues and individual needs of children where all staff opinions will be valued and considered.

## **Families**

### ***Statement of Intent***

*Our Pre-school is committed to providing equality of opportunity and anti-discriminatory practice for all its children and families. We believe that children benefit most from Pre-school education and care when parents and the Pre-school work together in partnership.*

We:

- Describe our practices in terms that make it clear that it welcomes fathers, mothers, other relatives and carers including child-minders.
- Recognise that parents/carers are the experts on their own children and are their child's first educators. Parents/carers should therefore be seen as partners and together build a strong relationship to ensure the sharing of information is a two-way on-going process. Parents need to feel welcome, involved and informed of their child's development. They need to know that their child will be treated as an individual and that the care and attention their child receives will be appropriate to their needs and the stage of their development.

- Welcome the diversity of family life and work with all families.
- Encourage children to contribute stories of their everyday life.
- Encourage parents/carers to take part and to contribute fully. This can be done by being a 'helper' during a session. If due to other commitments parent/carers are unable to participate in this there are numerous other ways in which they can help.
- We provide opportunities for parents/carers to contribute their own skills, knowledge and interests to the activities of the group.
- Ensure that if a parent/carer chooses not to help for any reason or is unable to help then they will in no way be penalised for this.
- Welcome the contribution that families who have a first language other than English can offer.
- Offer a flexible payment system for families of differing means. All cases will be taken on their own merits. In the first instance the family can approach the site leader who will then approach the relevant committee personnel for a decision.
- Communicate with the parents/carers through the following means:

Tapestry  
 Newsletter - termly  
 Committee news and committee meetings  
 AGM and Annual Report  
 Welcome pack  
 Parent / carer Information evenings / open mornings  
 Notice boards  
 Email  
 Social Media

- Will arrange a mutually convenient time if any parent/carer wishes to meet with a staff member.

## **Curriculum**

### ***Statement of Intent***

*We provide opportunities to encourage all children to learn new skills, build their confidence and work harmoniously alongside others. We provide a well planned and resourced curriculum to take the children's learning forward fulfilling the seven areas of learning.*

We:

- Ensure all children have equal access to all activities.
- Encourage all children to take part in all activities but we never insist on a child doing something they are not comfortable with.
- Have wet weather suits that the children can access if they want to wear it for a particular task or we will notify parents/carers if an activity needs specific clothing/footwear.
- Build the curriculum on each child's individual interests.
- Plan each area of the child's learning to incorporate the principles of equality and to promote positive attitudes to diversity. All activities contribute to the spiritual, moral, social and cultural development of all children.
- Make children feel valued by positive feedback and through show and tell.
- We value the children's work and much is displayed.
- Identify children's individual skills and interests through observation, on-going information from parents and through the 'All About Me' questionnaire distributed in the new starters pack.

- Vary our approach to planning and delivering the curriculum through observations by key person and staff meetings. With all this information in mind we plan activities for the child's individual needs.
- Require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. We encourage children to learn from each other through play.
- Select books, equipment and resources which promote positive images of people of all races, cultures and abilities and are non-discriminatory and avoid racial and gender stereotyping.
- Evaluate the effectiveness of the curriculum by evaluating each term. Next steps are fed back into planning and activities are then changed if necessary.
- Assess the children using observation.
- Keep relevant records of the children. Parents/carers have ready access to the files and records of their own children but do not have access to information about any other child in line with GDPR.
- We encourage parents/carers to share information with us by whichever method they feel is most appropriate.
- Before we undertake a visit or trip we carry out a risk assessment to ensure that everybody can be included on these outings. We ensure that nobody is unable to attend because of a disability or due to financial constraints. We also take the needs of each individual child into account. If a family does have difficulty in paying for a trip then they can seek assistance. Each case will be taken on its own merit and in the first instance the family can approach the site leader who will then consult the relevant committee personnel for a decision.

## **Resources**

### ***Statement of Intent***

*We aim to provide children with resources and equipment which help to consolidate their knowledge, skills, interests and aptitudes.*

We:

- Select books, equipment and resources which promote positive images of people of all races, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping.
- Store toys, display resources and equipment where children can independently choose and access them when it is safe to do so.
- Use the local library to introduce new books and a variety of resources to support children's interests.
- Have many resources available to the children reflecting cultural diversity.

## **Special needs and disability**

### ***Statement of Intent***

*We provide an environment in which all children are supported to reach their full potential.*

- We have regard for the DfE Special Educational Needs and Disability Code of Practice.
- We identify the specific needs of children with SEND and meet those needs through a range of strategies.

- We work in partnership with parents/carers and other agencies in meeting children's needs.
- We provide practitioners to help and support parents/carers and children with special educational needs (SEND).
- We monitor and review our practice and provision and, if necessary, make adjustments.

We:

- Have a SEND policy.
- Work within the Equality Act 2010 and the Disability Discrimination Act 1995 frameworks and ensure we are fully up to date with new amendments to the Acts.
- Designate a member of staff at each site to be our Special Educational Needs Disability Co-ordinators (SENDSCO) and give their names to parents. Charlotte Ross at Crossways Site and Marie Collins at Christ the King Site.
- Contact outside agencies after careful observation and assessment of the children and only with the prior consent of the parents/carers. Any information which the outside agencies bring to us is shared amongst the staff through feedback at staff meetings where we have strategies to work to.
- Will not treat a child with disabilities less favourably than any other child because of his/her disability.
- Will always make reasonable adjustments wherever possible to ensure that we are accessible to people with disabilities.
- Will apply for any available funding and fully understand the processes to do this.
- Work closely with parents/carers of children with SEND to create and maintain a positive partnership.
- Provide parents/carers with information on sources of independent advice and support.
- Listen to the child's view and offer him/her real choices.
- Ensure the privacy of children when intimate care is being provided.
- We will use Makaton, Sign language and Braille where necessary.
- Use visual aids every day.
- Evaluate our resources as an on-going process and ensure they are updated as and when necessary.
- Are willing to make changes to suit individual needs wherever and whenever possible.
- Ensure that learning through play is planned with all the children in mind.

## **Discriminatory Behaviour/Remarks**

### ***Statement of Intent***

*All persons who have contact with the pre-school are required to behave in an appropriate manner. We ensure that all staff, children, parents/carers, committee members and others visiting the pre-school behave in such a way that is non-discriminatory.*

We:

- Reinforce positive behaviour in children and offer alternatives to their inappropriate behaviour where appropriate.
- Reaffirm to the children the importance of equality and diversity within our society through stories, play, pictures and song.
- Will follow the disciplinary policy and procedure if a member of staff behaves negatively towards any child or adult.

## Language

### **Statement of Intent**

*We view children and their families using English as an additional language as an asset.*

We:

- Involve parents/carers and seek their support when children are using English as an additional language.
- Support children using English as an additional language through signing, visual aids and by having properly trained staff. We also encourage the sharing of languages.
- We encourage parents/carers to come into the sessions to talk to the children to share with them their cultural backgrounds. We reinforce this message continually throughout the year.
- Encourage children to bring in items from home for show and tell, which can reflect their background.
- Use books, visual aids and play to equally reflect all the children's backgrounds.

## Food and Dietary Requirements

### **Statement of Intent**

*We value the diversity of cultural, religious and medical views towards food.*

We:

- Ask parent/carers to provide cultural/ dietary needs.
- Celebrate many festivals and use food as an integral part of the celebration to reflect the diversity of our society.
- Encompass the diversity of cultures and religions by inviting parents/carers to share their preferences with us.
- Keep records in accordance with the statutory framework for the Early Years Foundation Stage.
- Require all parents to complete an Information Required Form which requests information such as any medical conditions, allergies, special diets, religion and contact numbers in cases of emergency and who will be collecting your child.
- Have a system in place to highlight dietary requirements.
- Operate systems to ensure that children do not have access to food/drinks to which they are allergic.
- Talk to children about not sharing food and have a list of the children's allergies by the snack preparation area.

## Health and Medication

*We ensure that the majority of staff with a current first aid training certificate (relevant to infants and young children) are on the premises or on an outing at any one time. **Children with medical needs are welcome.***

We:

- Ensure that parents give prior written permission for the administration of medication. The administration is recorded accurately and parents sign the form to acknowledge the administration of a medicine. This form is kept in a locked file.
- Ensure all medical requirements are recorded on a form and all staff are familiar with these forms. This form is kept in a locked file.
- Complete a 'Medication Chart' form for those children who need to take medication whilst at the setting. This is updated as and when required by discussion with the parents/carers.
- Have a system to alert all staff if a child needs to take medication during a session.
- All medication must be prescribed by a Doctor.
- Store children's prescribed drugs in their original containers, and ensure they are clearly labelled with the children's name, within date and are inaccessible to the children.
- Provide training by a health professional for the relevant members of staff if the administration of prescribed medication requires medical knowledge.

### **Monitoring and Evaluation**

#### ***Statement of Intent***

*We monitor the effectiveness of our inclusion policy on a regular basis and report back to the committee and the staff if any issues are raised.*

We:

- Ensure all information given to parents/carers about our setting is inclusive.
- Ensure all our policies are monitored on a rolling basis to make sure that they meet our views on inclusion and are updated wherever it is necessary.
- Ensure that our Admissions Policy monitors the effectiveness of our Inclusion Policy.
- Ensure all parents/carers are given access to our inclusion policy, which we reflect throughout our other policies.

**We have an on-going rolling programme evaluating all our policies and parents are invited to attend these meetings.**

This policy was adopted at a meeting of	First Step pre-school committee	name of setting
Held on	20/11/2019	(date)
Date to be reviewed	Signed copy at pre-school	(date)
Signed on behalf of the management committee	_____	
Name of signatory	_____	
Role of signatory (e.g. chair/owner)	_____	