

Hind Leys Pre-School & Natural Play Centre

Inclusion Policy

In accordance with the Early Years Foundation Stage, Hind Leys Pre-School is committed to the principle that:

“children have a right, spelled out in the United Nation Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or gender”.

Effective learning development for young children requires high quality care and education by practitioners. Offering an anti-discriminatory curriculum is as much about the way experiences are offered to young children as it is about what activities are done. All children have the right to equal access and opportunity of experiences; this does not happen by chance, it has to be carefully planned and effectively monitored. Children have the right to learn that people must all be valued equally.

We believe that all people are of equal value and that as an education provider we have the responsibility to offer high quality and balanced provision to help children achieve their full potential.

We believe that inclusive education is an effective way to combat discriminatory attitudes and contributes towards the creation of welcoming and inclusive communities. We aim to ensure that all learners at Hind Leys Pre-School have access to appropriate experiences, activities and resources.

Definition and Principles

Educational inclusion at Hind Leys Pre-School means:

- Removing barriers and building bridges to learning across the curriculum and in the whole range of learning and play to ensure participation for all.

And is built upon the principles of:

- Inclusion as a continuing process of increasing participation for all learners;
- Celebration of human diversity;
- Increasing self-esteem and the desire to achieve for all learners;
- The entitlement for all learners to receive a broad and balanced curriculum; making clear their right to the opportunity to achieve success.

Responsibilities

Hind Leys Pre-School ethos:

- To develop a setting ethos which values diversity, actively promoting inclusion and openly opposing all forms of discriminations
- To develop a positive atmosphere of mutual respect and trust between all stakeholders

Personal development:

- To provide pastoral support that takes into account gender, religious and ethnic differences, disability and the experiences and needs of particular groups of pupils such as travellers, refugees and asylum seekers
- To provide positive role models for all groups of children

Attainment, progress and assessment:

- To have equally high expectations of all children and be committed to encouraging and enabling all children to achieve the highest standard
- To recognise and value all forms of achievement
- To provide all children with appropriate support to meet their needs
- To ensure that all children are assessed through procedure that are as far as possible free of cultural and linguistic bias

Curriculum:

- To incorporate the principles of equality and to promote positive attitudes towards diversity and difference in each area of the curriculum
- To give children the opportunity to explore concepts and issues relating to identity and equality
- To ensure that all children have access to the curriculum by taking into account their needs e.g. linguistic or learning styles
- To cover issues of equalities, diversity, human rights and inclusion
- To provide resources and displays which portray positive images of different people from all groups and cultures

Teaching and learning:

- To create an environment where all children can contribute fully and feel valued
- To take into account children's cultural backgrounds, disability, linguistic needs and learning styles
- To include collaborative learning so that children appreciate the value of working together
- To use a range of sensitive pedagogical strategies when teaching about different cultural traditions; to value cultural traditions and life styles in their own terms and make them meaningful to children
- To help children make connections with their own lives
- To challenge stereotypes and build children's awareness so that they can detect bias and challenge discrimination

Behaviour:

- To ensure that behaviour management is fair and equitable to children from all groups
- To operate consistent systems of rewards and sanctions

Partnership with parents/carers:

- To encourage all parents/carers to participate at all levels of the full life of the setting
- To work in partnership with parents/carers to develop positive attitudes to diversity and difference and to address specific incidents

Specific responsibilities:

- *The Committee* ensures that the Pre-School complies with Race Relations and Disability and SEN related legislation and the LEA Equality and Diversity Policy Statement
- *The Manager*, along with the committee, ensures that the policy and its related strategies and procedures are implemented
- *The Manager* ensures that all staff are aware of their responsibilities under the policy and are given appropriate training and support to fulfil their responsibilities
- *The Manager* ensures that issues of equality and inclusion are addressed within the curriculum
- *All staff* promote race equality, disability equality and diversity through pedagogy and through relations with children, staff, parents/carers and the wider community
- *All staff* ensure that all children have full access to the curriculum
- *Visitors and contractors* comply with the Pre-School's Educational Inclusion Policy

The policy is put in practice through a clear set of principles as expounded in the Early Years Foundation Stage together with the requirements to put them into application.

1. A Unique Child

"Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured"

At Hind Leys Pre-School, we demonstrate our understanding of this principle by:

- ensuring that all children feel included, secure and valued;
- respecting children's individuality to support their sense of well-being;
- treating children as individuals to ensure each has equality of opportunity;
- finding out about the child's ethnic, faith and cultural heritage and home experiences, so that familiar experiences and interests can be used as starting point for learning and teaching;
- promoting self-confidence and a positive attitude to learning in all children;
- recognising that being successful, and feeling confident and secure, are major factors in protecting children against early failure;

- providing an effective education with practitioners who understand that children develop rapidly during the early years – physically, intellectually, emotionally, and socially;
- building on what the children already know and can do;
- observing children to assess their progress in all areas;
- being aware of those children who may require additional help and those who are more able and of how support needs to be provided;
- keeping children safe whilst allowing them the freedom to take risks and learn to make their own risk assessments.

2. Positive Relationships

“Children learn to be strong and independent through positive relationships.”

At Hind Leys Pre-School, we demonstrate our understanding of this principle by:

- Managing carefully the transition between home and preschool;
- Having parents and practitioners working together in an atmosphere of mutual respect within which children can have security and confidence;
- Establishing feelings of trust with children and parents, by being sensitive and responsive to the children’s needs, feelings and interests;
- Establishing warm and effective relationships between staff (especially key persons) and children and their families;
- Fostering a sense of belonging and ownership within the community and environment of the setting;
- Being consistent in setting clear boundaries which children understand and which involves their participation;
- Having practitioners who have a positive attitude in their work and who are enthusiastic, inspirational and encouraging;
- Having practitioners who have a strong professional ethos, are committed to working in early years and who sustain a professional and reflective approach at all times.

3. Enabling Environments

“Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.”

At Hind Leys Pre-School, we demonstrate our understanding of this principle by:

- providing rich and stimulating experiences in a learning environment which is varied, well planned and well organised;
- having an environment which is shaped and developed by the interests of children;
- valuing equally indoors and outdoors spaces;
- using materials, equipment and displays that reflect the community the children come from and the wider world;
- planning an environment free from stereotypical images and discriminatory practice;
- including the community and environment as a source of learning;
- encouraging children to make choices and be independent;
- providing resources that inspire children and encourage them to initiate their own learning;
- giving children the time and space they need for activities.

4. Learning and Development

“Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across prime and specific areas of learning and development.”

At Hind Leys Pre-School, we demonstrate our understanding of this principle by:

- Providing an effective education with a relevant curriculum and with play at the core of the provision;
- Having practitioners who understand and are able to implement the curriculum requirements;
- Having an understanding of how children develop and learn from birth to age five;
- Being aware of how children learn most effectively so that the range of learning objectives can be identified in a range of ways;
- Providing an effective and carefully structured curriculum;

- Providing opportunities for children to engage in activities planned by adults and also those that they plan and/or initiate themselves;
- Engaging children in the learning process through well-planned, purposeful and relevant activities with appropriate intervention by the practitioners;
- Observing and responding appropriately to children;
- Helping to extend children's communications skills and language;
- Accommodating the different ways children learn by planning for the same learning objective in a range of different ways;
- Establishing an ethos in which individual achievements are valued and celebrated