



Inclusion Policy

This Policy document relates to the operation of:
GBNFC Group

Grendon & Billesley Nursery at Grendon Rd, B14 4RB
GBNFC Children's Centre - based at the Chinnbrook Centre
GBNFC Group at the Chinnbrook Centre B13 OET
Hollywood Pre-school Daycare - based at Hollywood J & I School B14 4TG

Date Agreed by the Management Board: July 2019

Review: July 2020

Signature: 

Policy Statement

We see children as individuals and we are committed to providing equal opportunities for all. We provide an environment in which all children are supported to achieve their individual learning potential.

Aim

We aim to provide a secure environment in which all our children can flourish and all contributions are valued.

We aim to provide positive, non-stereotyping information about different ethnic groups and people with learning difficulties and disabilities, improving our knowledge and understanding of issues of equality and diversity. Inclusion is a thread which runs throughout our practice.

We adhere to the DfES Special Educational Needs and Disability Code of Practice and work in partnership with parents and other agencies, in meeting individual children's needs. Some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010. Where this is the case, this nursery complies with their duties under that Act. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. For children with SEN, this policy should be read in conjunction with the Special educational needs and disability (SEND) code of practice.

We monitor and review our practice and provision and, if necessary, make adjustments.

The legal framework for this Policy is:

- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1986
- Children Act 1989 & 2004
- Special Educational Needs and Disability Act 2014
- Equality Act 2010
- Special educational needs and disability code of practice 0-25 years 2015
- Children and Families Act 2014

The nursery is open to all members of the community.



We designate members of staff to be Equality & Diversity Co-ordinator (Senior Management) and Special Educational Needs Co-ordinator. However we ensure that the provision for all children is the responsibility of all members of the setting.

Admissions

- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- If English is a second language, we will endeavour to the best of our ability, to provide translation.
- We base our Admissions Policy on a fair system.
- We do not discriminate against any child.
- We ensure that all parents are made aware of our Inclusion Policy.
- We develop an action plan to ensure that people with SEND can participate successfully in the services offered by the nursery and in the curriculum offered.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We recognise the rights of the child and ensure that inclusion and equal opportunities are embedded in our practice.
- Providing an effective and meaningful learning environment where all children are respected and encouraged to reach their potential.

Employment

- We advertise vacancies and all applicants are judged against explicit and fair criteria.
- We offer the post to the applicant who best meets the criteria, subject to references and checks by the Disclosure and Barring Services (DBS). This ensures fairness in the selection process. All job descriptions include a commitment to inclusion.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish.
- We review our practices, to ensure that we are fully implementing our policy for Inclusion.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Autism and Makaton trained Staff.



Care and Curriculum

We offer a curriculum that encourages children to develop positive attitudes to others. Children are encouraged to consider others and their individual needs. We do this by:

- making children feel valued and have positive self esteem
- ensuring that children have equal access to learning
- reflecting the widest possible range of communities in the choice of resources
- avoiding stereotypes or derogatory images in the selection of materials
- celebrating a range of festivals
- creating an environment of mutual respect and tolerance by modelling positive behaviour
- ensuring that the curriculum is inclusive of children with special educational needs and children with disabilities (SEND)
- ensuring that children, whose first language is not English, have full access to the curriculum and are supported in their learning.
- we ensure that our physical environment is, as far as possible, suitable for children with disabilities.
- we provide a broad and balanced curriculum for all children with SEND.
- we provide a differentiated curriculum to meet individual needs and abilities.
- we use a system of planning, implementing, monitoring, evaluating and reviewing of SEND Support Plan, for children with SEND.
- we use a system for keeping records of the assessment, planning, provision and review of children with SEND.
- we provide resources (human and financial) to implement our SEND.
- we ensure the privacy of children with SEND, when intimate care is being provided.

Valuing Diversity in Families

- We welcome the diversity of all families.
- We encourage children to contribute stories of their everyday life into the nursery.
- We encourage parents / carers to take part in the life of the nursery and to contribute fully.
- For families who have a first language other than English, we value the contribution their culture and language. We can offer if asked for a translator or written information.
- We offer a flexible payment system for families of differing means.



- We work closely with parents of children with SEND to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's education and development.
- We provide parents with information on sources of independent advice and support.

Food

- We work in partnership with parents, to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to, may be involved in the running of the nursery, via the Management Committee.
- Information about meetings is communicated in a variety of ways - written, verbal and if necessary in translation - to ensure that all parents have information about access to the meetings.
- We liaise with other professionals involved with children with SEND and their families, including transfer arrangements to other settings and schools.
- We ensure the effectiveness of our SEND provision, by collecting information from a range of sources, e.g. SEND support plan reviews, Staff and Management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a Complaints Procedure.
- We monitor and review our Policy annually.



