Equality of opportunity

Valuing diversity and promoting equality

1.1 POLICY STATEMENT

English Russian Vishenka Nursery is an independent, fee paying Nursery and therefore will ensure that the needs of all children who attend it are met, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. The Nursery is committed to anti-discriminatory practice to promote equality of opportunity and values diversity for all children and families. We will:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- Make inclusion a thread that runs through all of the activities of the setting.
- Ensure compliance with the updated 2024 EYFS framework, embedding its principles into all aspects of our practice:

1.2 PROCEDURES

1.3 Admissions

Our Nursery is open to all members of the community who choose to send their children to a fee paying bilingual Nursery.

- We “advertise” our service widely (in a non-competitive manner).
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible, as appropriate to demand. We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of color, ethnicity, religion or social background.
- We ensure wherever possible that we have a balanced intake of boys and girls in the setting, reflecting demand.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.
- We introduce a termly review of admissions to ensure ongoing compliance with equality standards and EYFS 2024 requirements.

1.4 Employment

Posts are advertised and all applicants are judged against explicit and fair criteria. Applicants are welcome from all backgrounds and posts are open to all.
We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the Nursery.
The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.
All job descriptions include a commitment to promoting equality and recognizing and respecting diversity as part of their specifications.
We monitor our application process to ensure that it is fair and accessible.

1.5 Training

We seek out training opportunities for staff to enable them to develop anti- discriminatory and inclusive practices, which enable all children to flourish.
We ensure that there are staff confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion. Staff receive termly updates on changes to the EYFS framework and best practices.

1.6 Curriculum

The curriculum offered in the Nursery encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathize with others and to begin to develop the skills of critical thinking.

Our environment is not as accessible as possible for all visitors and children. Access to the Nursery is found to treat disabled children or adults less favorably therefore we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- Making children feel valued and good about themselves;
- Ensuring that children have equality of access to learning;
- Undertaking an access audit to establish if the setting is accessible to all children.
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. Recognizing the different learning styles of girls and boys;
- Positively reflecting the widest possible range of communities in the choice of resources;
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- Celebrating a wide range of festivals;
- Creating an environment of mutual respect and tolerance;
- Differentiating the curriculum to meet children's special educational needs;
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- Ensuring that children learning English or Russian as an additional language have full access to the curriculum and are supported in their learning; and

- Ensuring that children speaking languages other than English or Russian are supported in the maintenance and development of their home languages.
- Incorporating the EYFS emphasis on cultural capital by providing children with experiences and resources that enhance their understanding of the world and prepare them for future success.

1.7 Valuing diversity in families

We welcome the diversity of family lifestyles and work with all families.
We encourage children to contribute stories of their everyday life to the Nursery and we encourage parents/carers to take part in the life of the setting and to contribute fully.
For families who speak languages in addition to English or Russian, we will develop means to ensure their full inclusion. We provide multilingual communication options for key updates, including newsletters and event invitations, to ensure all families feel included.

1.8 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, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

1.9 Meetings

Meetings are arranged to ensure that all families who wish to attend may be involved. Information about meetings is communicated in a variety of ways - written, verbal and where possible in translation - to ensure that all parents have information about and access to the meetings. Virtual meeting options are available to accommodate parents who cannot attend in person.

1.10 Monitoring and reviewing

To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.
We provide a complaints procedure and a complaints summary record for parents to see. We include termly reviews of SEN provisions to ensure alignment with the latest EYFS framework and involving best practices.

Legal framework

The Equality Act 2010
Disability Rights and the Equality Act 2010, Race Relations Act 1968
Race Relations Amendment Act 2000, Sex Discrimination Act 1975, Children Act 1989,
Special Educational Needs and Disability Act 2001

Equality of opportunity

Supporting children with special educational needs (SEN)

1.11 POLICY STATEMENT

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential. "An educationally inclusive Nursery is one in which the teaching and learning, achievements, attitudes and well-being of every young person matters." Ofsted 2002 (Helpline: 0300 123 1231)

English Russian Vishenka Nursery has a continuous cycle of planning, teaching and assessing which takes into account the wide range of abilities, aptitudes and interests of children. We recognize that the majority of children will learn and progress within these arrangements, however we accept that a minority of children will require provision which is additional to or different from the usual arrangements. Differentiation and reasonable adjustments are normally put into place.
We have regard to the guidance on approaches to meet these additional Special Educational Needs outlined in the Special Educational Needs and Disability Code of Practice: 0-25 years (2015). The Code sets out a model of action and intervention that is designed to help children towards independent learning and the procedures the Nursery might adopt on behalf of children with special educational needs. The "Early Years Action" and "Early Years Action Plus" terminology has been replaced with the graduated approach of "Assess, Plan, Do, Review," as per updated SEN guidance. In many cases the action taken will mean that the child's needs are resolved. Only for those children whose progress continues to cause concern should additional action be taken. This Code recommends that when a child is identified as having Special edrrrrrrrrrrrrrlk3nw 4Educational Needs the Nursery should intervene at Nursery Action and Nursery Action Plus.
We ensure our provision is inclusive to all our children with Special Educational Needs. We support parents and children with Special Educational Needs (SEN).
We identify the specific needs of children with Special Educational Needs and meet those needs through a range of SEN strategies.
We work in partnership with parents and other agencies in meeting individual children's needs.
We monitor and review our policy, practice and provision and, if necessary, make adjustments.

1.12 PROCEDURES

The designated member of staff to be the Special Educational Needs Co-ordinator (SENCO) is communicated to parents.
Our SENCO is: **Tatiana Henderson Stewart**

We ensure that the provision for children with Special Educational Needs is the responsibility of all members of the Nursery.

We ensure that our admissions practice ensures equality of access and opportunity. We use the graduated response system for identifying, assessing and responding to children's Special Educational Needs.

We work closely with parents of children with Special Educational Needs 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 children's education.

We provide parents with information on sources of independent advice and support. We liaise with other professionals involved with children with Special Educational Needs and their families, including transfer arrangements to other settings and Nurseries.

We provide a broad, balanced and differentiated curriculum for all children with Special Educational Needs.

We use a system of planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans (IEPs) for children with Special Educational Needs.

We ensure that children with SEN are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

We have systems in place for supporting children during Early Years Action, Early Years Action Plus and Statutory Assessment process.

We use a system for keeping records of the assessment, planning, provision and review for children with Special Educational Needs

We aim to provide resources (human and financial) to implement our Special Educational Needs Policy, as permitted by our budget.

We provide in-service training for parents, practitioners and volunteers. We raise awareness of any specialism the setting has to offer.

We ensure the effectiveness of our SEN provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

We provide a complaints procedure. We monitor and review our policy annually.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.
Children have a learning difficulty if they:

a) Have a significantly greater difficulty in learning than the majority of children of the same age
b) Have a disability which prevents them from making use of educational facilities of a kind generally provided for children of the same age in Nurseries within the area of the local education authority
c) Are under compulsory Nursery age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

LEGAL FRAMEWORK

SEND_Code_of_Practice_January_2015.pdf