



TiGGERS

Preschool Balcombe

Equality of Opportunity: Inclusion, Valuing Diversity and Promoting Equality

Policy statement

Tiggers Preschool is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. Tiggers Preschool will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, English as additional language, ability or disability.

Tiggers Preschool is committed to:

1. Providing a secure and accessible environment in which children can flourish, and where their contributions are listened to and valued.
2. Including and valuing the contributions of all families to our understanding of equality and diversity.
3. Providing positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and the disabled.
4. Improving our knowledge and understanding of issues of anti-discriminatory practice promoting equality and valuing diversity.
5. Ensuring inclusion is in our every-day practice.

Procedures

- Tiggers Preschool recognises that all children are individuals. Tiggers Preschool promotes provision that is open to all taking positive action to ensure that all children can participate. The setting respects and values each child and does not discriminate against a child or their family because of gender, sexuality, race, religion or social background.
- It is through children's interests, interactions and enthusiasm that lead their play and show preference for individual likes and dislikes, playing with others, alongside peers or alone or choosing not to take part in the activity at all.
- Each child has the opportunity to use their own method of communication to ensure their needs are being met. Visual Time Tables will also be available to support children with daily routines.
- The setting is aware that some children have additional needs. When joining the setting the preschool's Special Educational Needs Co-ordinator (SENCO) (See Notice Board) will contact Targeted Setting Support with Parental Consent for a preliminary visit to ensure the individual needs of the child can be met whilst attending Tiggers Preschool.
- The setting recognises that some children receive support from outside agencies, where possible we will do our best to accommodate the needs of the child, which will be discussed with the child's parents and Key Person.
- The setting promotes inclusion through its equipment providing resources that reflect

diversity, adapting activities to suit the needs of individual children.

- Practitioners regularly attend training programmes and seek advice from outside agencies and support networks, to continually develop inclusive practice and where possible apply for funding to support all children within the setting. Training is sourced and attended by practitioners to enable them to develop anti-discriminatory practice enabling children to flourish.
- Any unfair or discriminatory language or behaviour will be challenged, and discussed and addressed in a sensitive manner with those adults or children involved.
- Following the Early years Foundation Stage (EYFS) curriculum and individual Next Steps of Learning children are encouraged to celebrate the similarities and differences between themselves, as well as learning about different ways of life and celebrating festivals.

Legal framework

The Equality Act 2010
Race Relations Act 1976
Race Relations Amendment Act 2000
Sex Discrimination Act 1976 1986
Children Act 1986 2004
Children and families Act 2014
SEND Code of Practice 2014