



Horns Mill Pre-school – Established 1984
“Nurture Play Develop”

Denbigh Close
Helsby
Frodsham WA6 0ED

Inclusion Policy

(Including Equality of Opportunities & Supporting Children With Learning Difficulties and Disabilities)

Our Pre-school is open to all members of the community.

- We base our Admissions policy on a fair system (please refer to Admissions Policy in Information and Complaints)
- We ensure all parents are aware of our Inclusion Policy.
- We do not discriminate against a child or their family, or prevent entry to our Pre-school, on the basis of colour, ethnicity, religion or social background such as being a member of the Travelling Community or an Asylum Seeker, or speak English as an additional language.
- We do not discriminate against a child with a disability or refuse a child entry to Pre-school for any reason relating to disability.
- We ensure wherever possible that we have a balanced intake of boys and girls.
- We encourage parents and carers to participate in the service we provide either through joining in our sessions or becoming a member of our committee.
- We have excellent staff who ensure all children can participate successfully in both the service and curriculum we provide. We will adapt the room and surroundings where possible to accommodate a child where necessary. (Refer to policy Role of the Key Person)
- We encourage children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin develop skills of critical thinking.

We operate an Open door policy where parents can approach staff regarding any concerns / issues either at the beginning or the end of the session, parents can also request a meeting with the child's key person at any time.

We endeavour to discuss with parents the needs of each individual child prior to them starting Pre-school. Parents are required to complete a Registration Form, this includes any specific requirements a child may have, particularly in regard to learning difficulties

and disabilities. The form also requires information regarding the child's medical, cultural and dietary needs.

We also ask the parents to complete a All About Me form which refers to the children's likes and dislikes with regards to toys, songs, stories and any key words the child may use for things, along with the names of their siblings.

We will ensure that the service we provide is fully inclusive in meeting the needs of all children irrespective of ethnicity, culture, or religion, home language, family background, social and economic background, learning disabilities or physical disabilities, or gender or ability.

Staff are committed to providing equality of opportunity and anti discriminatory practice for all children and families.

We use Learning Book to observe and record the children's progress, it enables staff to take photos and video the children at play. Parents are given log in details which is unique to them and their child so confidentiality is maintained at all times, whilst still allowing parents to access their children's learning. There are seven learning areas; Personal, Social and Emotional, Communication and language, Physical, Literacy, Mathematics, Understanding The World and Expressive Arts and Design. The key person also completes a Summary of Progress every half term for children aged two and once every term for children three and above.

We do our utmost to comply with the Disability Discrimination Act 1995 and organise our provision to facilitate access and participation for disabled children and children with special needs.

Staff plan for their own key children following their interests, stage of development and their individual needs.

There is an access ramp at the front and at the rear of the building.

Toilets and sinks are accessible to all children along with all toys and equipment.

Should a child have hearing impairments or communication difficulties all staff have attended Makaton training.

We ensure that children learning English as an additional language are supported in their learning and in the maintenance and development of their home language.

Should a child have visual impairments, we would be willing to work closely with parents to adapt the lay out of the Pre-school room to enable equality of access and participation, listening to stories recorded on tape, providing large print books and tactile toys.

If a child has Special Educational Needs the child's key person will work closely with the parents, Sue Huntbach (SEND Co-ordinator) and outside agencies to meet the child's

specific needs and requirements. Every child is entitled to have fun and learn through play.

We provide children with positive images through books, jigsaws, dressing up clothes , dolls, ICT games, skin tone paints and crayons, dressing up clothes from different cultures, different cooking utensils in the role play area, at snack time tasting different foods from around the world and through celebrating different festivals.

We encourage the parents to come and talk to the children about their cultural background and beliefs.

The child's key person will research the culture to gain as much knowledge as possible.

We had a child whose mother was Russian and most of the relatives lived in Russia .Mum came into the Pre-school to talk to the children and brought with her some food often eaten in Russia for the children to sample. Pre-school staff and children then made a special cheesecake at Easter which is eaten in Russia to celebrate Easter.

We encourage both girls and boys to wash their dishes after snack, to play sports such as football, use the outdoor toys , bikes, scooters. We encourage both sexes to dress up in the dressing up clothes, play with Lego, stickle bricks, duplo , cars, train sets, puppets, sand and water, mark make, play in the mud kitchen, construction area and in the role play area.

We encourage the children to be sensitive and respectful of the needs and feelings of others.

We discourage any inappropriate attitudes or practises by encouraging all children to explore ideas of fairness, tolerance and forgiveness and value and respect for each other through play and every day situations. We also use a Persona Doll Lily -Mae to talk to the children about how we are all special.

We will not accept any discriminatory behaviour by staff, parents or children. 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 the strongest manner.

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

We provide a complaints procedure and a complaints summary record for anyone who is not satisfied with the service we provide.

Valuing Diversity In Families.

We welcome and support the diversity of family lifestyles and work with all families.

During circle time we encourage children to contribute stories of their every day life, we also encourage the parents/carers to come and talk to the children.

For families who speak languages in addition to English, we develop means to ensure their full inclusion.

Employment

Posts are advertised and all applicants are interviewed by Sue Huntbach (manager) and Sarah Crank (deputy). The successful applicant will be the one who best meets the criteria although this is subject to references and checks made by the Disclosure Barring Service

All staff are committed to promoting Equality in our Pre-school.

Staff Training

All staff are committed to keeping themselves up to date with current Inclusive Practices and are willing to attend relevant training to enable them to do this. During staff meetings we constantly review our practices to ensure we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

Committee Meetings

Pre-school is run by a committee. The AGM is usually held in October. The meetings are arranged to ensure all families who wish to be involved in the running of Pre-school can be.

Legal Framework

The Equality Act 2006

Disability Discrimination Act (DDA) 1995, 2005

Race Relations Act 2000

Sex Discrimination Act 1976, 1986

Children Act 1989, 2004

Special Educational Needs and Disability Act 2001

Policy Amended March 19

Review Date March 20